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AN EVALUATION OF THE PHYSICAL EDUCATION
PROGRAM IN THE SECONDARY PUBLIC SCHOOLS
OF EDMONTON, ALBERTA, CANADA IN THE
SCHOOL YEAR 1966-67

by



ARNOLD M. ENGER

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Evaluation of the Physical Education Program in the Secondary Public Schools of Edmonton, Alberta, Canada in the School Year 1966-67", submitted by Arnold M. Enger in partial fulfillment of the requirements for the Degree of Master of Arts.

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ABSTRACT

The problem of this study was to investigate the number of hours devoted to preparation and presentation by the physical education teachers in relation to the student participation in the school physical education instructional program, the school intramural athletic program, and the interschool athletic program. Sub-problems investigated were the effect of professional preparation of teachers, and preparation time available to teachers during the school day on the physical education program in a school. The reasons physical education teachers were leaving the field was also investigated.

For the purpose of the study one hundred and seventy-two physical education teachers, the total staff, from the Edmonton Public Secondary Schools were used as subjects. Subjects were from forty-five Junior High Schools and ten Senior High Schools. Evaluative standards were obtained by polling twenty experts selected from the Universities of Alberta and Calgary and Physical Education Supervisors from the Province of Alberta

Two of the hypotheses were rejected and one hypothesis was accepted. Firstly, the intramural athletic program in Senior High Schools and the class instruction program in Junior High Schools rated substantially lower than the other two aspects of a complete physical education program. Likewise, professional preparation was related to the class instruction program, but not the complete physical education program. It was found, however, that schools with greater amounts of

preparation time available to physical education teachers did in fact receive a higher rating with regard to the total physical education program. Schools with lesser amounts of preparation time available to their teachers during the school day did not rate as well.

A heavy workload was most frequently selected by physical education teachers in both Senior and Junior High Schools as the reason physical educators leave this field of instruction. Exhausting physical demands placed second.

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CHAPTER I

STATEMENT OF THE PROBLEM

The question remains to be answered whether the program is or is not making the contribution it should. In order to determine this, a study must first be made of the existing program in each school (1:4).

I. INTRODUCTION

Physical education is now recognized as a part of education comparable to any subject in the curriculum of secondary schools in Edmonton. Edmonton Public High Schools employ Department Heads in all subjects including physical education. The Physical Education Department Head receives equal remuneration and a seat on the Faculty Council. This was not the case in the not too distant past.

Irwin (2:64) states that many principals condone a Physical Education program within their schools as a "necessary evil". They live with this disconcerting element so that they will not be criticized for not having a complete program within their schools. An editorial from the Edmonton Journal of November 20, 1952 indicates that physical education at that time was considered a frill and unnecessary to the education process of our young people. It states: (3:4)

Having a regard to the primary need for plain classrooms, the addition for Home Economics and so forth might be questioned ... the growth of residential population on the south side makes the latter, a new Composite High School essential. The north side already has Victoria Composite and Eastglen Composite is under construction. Even so, any effort to match the Victoria "extras" either at Eastglen or at the new south side Composite School, cannot be justified at this time.

However, physical education as a discipline within Junior and Senior High Schools has taken great strides since the days of the "Physical Culture and Military Training" program of studies issued by the Alberta Department of Education in 1912 (4:90). During the period between the World Wars, Physical Education in Edmonton Public Schools became the "free play oriented" class instruction period that we have today. This was due, in part, to the natural enjoyment of athletics by young people with the resultant organization of school teams (4:123). Inspector of High Schools, Mr. J. A. Smith, brought pressure to bear in his 1925 annual report to the Department of Education, by strongly opposing the military emphasis placed upon Physical Education in the schools (4:123). An indication of the success of recreational activities in the Edmonton High Schools was the 1928 tennis club at Victoria High School. Three hundred and fifty students, or about fifty percent of the student enrollment participated in this club (4:124).

In 1933, the concept of a Physical Education program was officially established by Superintendent G. A. McKee of the Edmonton Public School Board with the announcement that cadet training in the Edmonton schools was at an end (4:125). As a result, the Alberta Department of Education published a new physical education course of studies in 1935 (4:125). Until 1939, with the aid of Strathcona Trust Funds, the Physical Education Instructor at the Edmonton Normal School was appointed by the Department of Militia. However, the Defence Department withdrew their appointee in this year, and Mr. A. W. E. Eriksson assumed the position of Physical Education Instructor in the

Edmonton Normal School (4:122).

Physical Education programs in Edmonton schools were enhanced by two developments in the late 1940's and the early 1950's. Upon recommendation of the Education Committee of the Post War Reconstruction program, the responsibility for teacher training was transferred in 1945 from the Normal Schools in Edmonton and Calgary to the Faculty of Education, University of Alberta in Edmonton (4:147). The first Physical Education degree program established in 1950 at the University of Alberta was the four year Bachelor of Education in Physical Education. The Department of Physical Education, forerunner of the present faculty, was under the direction of the present Dean, Dr. M. L. Van Vliet. In 1955, the three year Bachelor of Physical Education degree was instituted.

Aspiring Physical Educators could major in this subject at the secondary level in the Bachelor of Education program until the fall of 1963. Until September 1967 the Physical Education Major could only obtain a Bachelor of Physical Education (5:22). In 1967 the Faculty of Education reactivated a seven course Physical Education Major leading to a Bachelor of Education Degree. (6:73.3.3)

The program of physical education, presented throughout the Province of Alberta, has gained in sophistication as has the professional preparation of the teachers conducting the programs. The values of a sound physical education program are readily known. As the new generation of administrators and physical educators infiltrate the ranks of the traditionalists, a concern for the organization of meaningful physical education programs has developed. No longer are the teachers

of physical education concerned only with the development of good school teams.

Physical Education teachers in the schools of Edmonton began the task of establishing broad programs encompassing class instruction, intramural athletics, and interschool athletics. Theiss (7:4) states:

Each aspect is essential and no physical education program is complete unless all three aspects are developed, organized, and co-ordinated.

At first these teachers were hampered by poor facilities and equipment. With the public awareness of the need for a good physical education program in the schools becoming greater these shortcomings have all but disappeared. The "extras", referred to earlier, are now being built into every high school. Junior high schools are staffed with many graduates of the Faculty of Physical Education and the program at this level is showing vast improvement.

With diversified teaching programs and little or no compensatory time for conducting after school activities, many physical educators become discouraged and either do not run a good program, leave the field, or move to a new job in an institution of higher learning. This study is designed to present in a logical way some findings regarding preparation time available and personal professional preparation attained by physical education employees of the Edmonton Public School Board. The effect of these items on the physical education program presented within the Junior and Senior High Schools will be indicated.

II. PURPOSE OF THE STUDY

The purpose of the study is to investigate the number of hours devoted to preparation and presentation by the physical education teachers in relation to the student participation in the school physical education instructional class program, the school intramural program, and the interschool athletic program.

Sub Problems: This study is concerned with the following subsidiary problems:

A. To determine the relationship between the extent of the physical education program and the amount of preparation time available to physical education instructors during the school day.

B. To determine the relationship between the extent of the physical education program with the amount of professional preparation of the physical education staff.

C. To obtain a degree of insight into the reason physical education teachers might leave the physical education field.

III. NEED FOR THE STUDY

Interscholastic Athletic Program

The investigator has had occasion to hear numerous criticisms regarding the emphasis given to the gifted few through the facility of the interschool athletic program. This criticism should be refuted or confirmed. If overemphasis of this kind does exist in the Edmonton

Public Secondary Schools, a re-emphasis of the program should take place. If an overemphasis of interschool athletics does not exist, then we may feel assured that the physical education program presented in the schools is meeting educationally approved objectives.

Negative reactions to interschool athletics being conducted in the Senior High Schools are becoming fewer in number and much less vehement. However, this is not necessarily the situation regarding interschool athletic competition in the Junior High Schools. Van Vliet (8:300) expresses the opinion that:

Interschool athletic competition should be extremely limited at the Junior High School level. Competition which is permitted must be carefully and expertly organized and supervised in the Senior High School, interscholastic athletics make a definite contribution to group spirit as well as providing wholesome experience for the superior performers who might otherwise come under the influence of those with an entirely commercial point of view.

Steinhaus says: (9:41)

The only way we can justify competition is to say that it may develop better men out of boys. It makes better citizens. This is the goal of education, is it not?

He goes on to cite two justifications for the statement in suggesting that a man will outdo himself in competition, and secondly that a game is in reality "life speeded up".

Ley (10:3) suggests that interschool athletics for girls in Junior High School should be eliminated altogether and controlled carefully in Senior High School. The emphasis in Senior High School for girls would be similar to Junior High School athletics for boys. This is, however, an American observation. Steinhaus points out that Americans have not allowed women to compete as much as we have in

Canada (9:43). However, in the six years since this statement, female intercollegiate athletic competition in the United States equals if not exceeds this aspect of Canadian college athletics. A Canadian female point of view is expressed by Penney (11:6) in the following statement:

It is true that the school team can become a symbol of loyalty and a focus of group identity, and that the resulting 'school spirit' is undoubtedly beneficial to student morale. But if the school can participate in interschool athletic competition only at the expense of depriving the majority of students of the chance to play games, is this not too high a price to pay?

The opposing viewpoint is expressed by Beach (12:10). He states that in Junior High School athletics offer a most opportune time to teach good work habits, proper attitudes to competitive athletics, self discipline, sound health practices, the meaning of friendly rivalry, fair play, and good sportsmanship. In addition he says that the wrong lies within those who administer or are in charge of the program and not athletics themselves. Shuck (13:288) indicates that physiologically, athletics in Junior High School can be carried on without harmful effects if realistic restrictions on interschool competition are imposed.

As stated by Van Vliet, physical education in the United States began with a program of interscholastic and intramural athletics in universities and high schools (14). Eckert has indicated that the same is true of the development of physical education in Alberta and specifically Edmonton. She notes that in 1892, boys in Edmonton were playing football and hockey after school (4:66). In 1928, the Edmonton Public Schools Athletic Association was formed, and school leagues in

soccer, basketball, rugby, baseball, hockey, and track were organized (4:124). The development of the "games approach" to physical education, according to Eckert, was greatly influenced by the following statement: (4:123)

The pupils' greater interest in sports and games had made an impression upon the teachers who had been devoting their time after four o'clock to coaching school teams.

Recent evaluations and analysis of physical education programs in various school districts in North America show interschool athletics are an integral part of the program and not overemphasized. Hughes (15), Metivier (1), Boyko (16), and Pennington (17), four Canadians who completed studies on Canadian schools, share this viewpoint. The present investigation will indicate to what extent the situation exists in the Edmonton Public Secondary Schools.

Preparation Time

The three aspects of physical education, the class instruction program, intramural athletics, and interscholastic athletics, are essential to a good program and must complement each other. Boswell (18), Brace (19), Ley (10), McCutcheon (20), and Osborne (21), among others, agree with this statement. Associated literature continually emphasizes that an effective physical education program is only developed by careful planning, control, organization, supervision, and co-ordination. Therefore, since physical education is accepted as important to the total education of the students, preparation time must be given to administer the complex program. An evaluation of the

Edmonton Public Secondary Schools physical education program will establish whether preparation is made available, and whether it is being used effectively.

Concern regarding preparation time being made available to physical education staff was expressed by Mr. W. J. Klufas (22), principal of Hillcrest Junior High School in Edmonton. As a panel member, discussing the workload of physical education teachers, Mr. Klufas suggested that an evaluation of the situation with regard to preparation time for physical educators in the schools be undertaken. Mr. Klufas indicated that he, for one, was not fully aware of the physical education workload problems, and would appreciate being brought up to date.

Professional Preparation

Jack (23:30), in a study of physical education programs in Secondary Schools in Minnesota, found that programs became superior as the professional training of the teachers increased. Physical Educators emphasize that to conduct a good program one should prepare himself by obtaining as much professional training as possible before approaching the teaching profession. Irwin states that untrained or poorly trained teachers cannot administer and conduct an efficient and successful program of physical education (2:61). A factor which Caldwell (24:24) puts forth as a requisite for a physical education teacher's success is the amount of professional training received. "The professional", states McGraw (25:15), "constantly seeks self-improvement". Therefore, as an

educator, the teacher of physical education has a responsibility to be prepared with the best possible academic background.

To insure a successful program, it is suggested that administrators must first look at the professional qualifications of the prospective employee. The physical education major, as defined by Smith (5:22), is undoubtedly the most qualified physical education teacher in Alberta. From the source readily available at the University of Alberta, only a small percentage of the physical education majors have been finding their way into the employ of the Edmonton Public School Board. Should this study indicate similar findings as those observed by Jack (23:30), the employment rate of qualified people and effort to keep these people should increase. If, however, professional training does not improve the physical education program, it will indicate that employers can continue to seek out less expensive help and maintain the level of program now enjoyed.

The Exodus of Physical Educators

Physical Education teachers have been leaving the teaching field in this subject area. To supply the ever-increasing demand, many have gone on to higher education. Just as many have moved to the teaching of other subjects which would not appear to be more remunerative. This would appear to be the case in the Edmonton Public School systems (26:1). An opinion poll as to why this situation does exist should be enlightening.

Need of Evaluation

Continued evaluation is very necessary for the development of a successful physical education program. Oberteuffer and Ulrich (27:41), Foreman (28:19), Caldwell (24:24), and Boswell (18:14) all express this viewpoint. Pennington states: (17:11)

Canadian physical education is experiencing a period of tremendous change and growth. With this state of flux comes the responsibility on the part of the public and administrators to insure that this represents improvement rather than regression It thus becomes necessary for those concerned with the welfare of the school child to contemplate, study, and revise programs which exist at the present time.

Evaluative studies have been undertaken on specific phases of the physical education program in the Senior High Schools of Edmonton, but none have been completed at the Junior High School level. Bird (29) studied the conditions and attitudes that influenced extra-curricular sports participation of girls at Eastglen Composite High School. Other than this study there has been no other concerted effort to evaluate the physical education program in the Edmonton Public Schools.

Follow-up of This Study

This study will lend itself to a follow-up study being undertaken in the very near future. If the evaluation technique devised for this study proves useful, it can be used again. Thus, a re-evaluation process of the physical education program in the Edmonton Public Secondary Schools will develop.

IV. HYPOTHESES

Analysis of the data in this study is completely non-parametric. However, from the analysis of the questionnaires, acceptance or rejection of the following hypotheses will be established.

A. The physical education class instruction program, intramural athletics, and interscholastic athletics are receiving equal planning and administrative consideration by physical education teachers in the Edmonton Public Secondary Schools.

B. The quality of the physical education program conducted within Edmonton Public Secondary Schools increases as the amount of preparation time available to the physical education staff members of the schools increases.

C. The quality of the physical education program conducted within Edmonton Public Secondary Schools increases as the amount of professional training in physical education obtained by the members of the school's physical education staff increases.

V. LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations

1. The inherent problems of the accuracy of returns on a questionnaire are limiting factors. To minimize these problems follow-up interviews were conducted on a partial scale.

2. This study is limited to physical education teachers in the Edmonton Public School system.

3. This study does not become extensively involved in a study of facilities although a basic knowledge of existing facilities is necessary.

Delimitations

1. The study sample is the male and female physical education teachers in the Edmonton Public Secondary Schools.

2. This study is primarily for local use but may have some effect on policies of other school boards.

3. Although the majority of the literature reviewed has originated in the United States, a similarity in the development of physical education in the United States and Canada has been pointed out.

4. The quality of the physical education class instructional program is not concerned with measures of fitness, attitudes, or social aspects. Permission for the study stipulated that no student time should be taken for testing. Therefore a measure of fitness was impossible.

5. The expert opinion questionnaire did not allow the subject to indicate increased emphasis on one phase of the physical education class program over another.

VI. BASIC ASSUMPTIONS

A. Equipment standards in all gymnasias of the sample schools are approximately equal.

B. Expert opinion is valid.

C. Those chosen as experts are in fact experts in the field of physical education curriculum and/or teacher training.

VII. DEFINITION OF TERMS

For the purpose of this study and for a clearer understanding of the problem it will be necessary to define several salient terms. These will serve as thesis definitions and will not necessarily apply outside the context of this study.

Secondary School. Schools in the Province of Alberta which encompass grades seven, eight, and nine in Junior High School, and grades ten, eleven, and twelve in Senior High School.

Physical Education Program. Physical education which is concerned with instruction in the class program, the organization and administration of an intramural athletic program, and organization and administration of an interscholastic athletic program within the school.

A Quality Physical Education Program. Class instruction should include a diversified and challenging program constructed on a sound educational basis using the available facilities to the best advantage.

The intramural program should include a wide variety of activities with the percentage of student participation being the yardstick for the indication of quality.

The interschool athletic program will be considered of sufficient quality if there is a large number of activities offered which involve a diversified cross-section of the student body. The placing of the school teams in league competition with other schools

was to be considered.

A Physical Education Teacher. One who is employed to teach physical education a minimum of three-eighths of the instructional load and who is involved with the coaching of one or more school clubs.

A Qualified Physical Education Teacher. One who has obtained a Physical Education Major plus teacher training from a Faculty of Education at an accredited University.

A Physical Education Major. A graduate of an accredited University with the highest qualification obtainable as a first degree from that University. e.g. The Bachelor of Physical Education from the University of Alberta.

Workload. Workload is defined as the number of hours involved in teaching within the school. Workload also includes the organizing and conducting of intramural athletic activities, the organizing, conducting and coaching of interschool athletic competitions, the time spent on lesson preparation, and the time spent on pupil and program evaluation.

Preparation Time. This study is concerned with the amount of preparation time available to the physical education teachers during the normal school day. The normal school day would fall within the time span of nine a.m. to three-thirty p.m.

Intramural Athletic Program. The segment of athletics within a school which is facilitated by the formation of teams to play in leagues formulated within the framework of the school itself.

Interschool Athletic Program. A representative athletic team from a school which competes in league or tournament play against a representative athletic team from another school.

Administration. Those who administer routines necessary for the conduction of affairs inherent within the successful operation of a school and school district. e.g. The Principal, Assistant Principals, and Department Heads within a school.

Expert. One who is employed in the Faculty of Physical Education or Education at the Universities of Alberta or Calgary, or is employed as an administrator in a school district, and has had experience teaching and administering a physical education program within a secondary school in the Province of Alberta.

Auxiliary Area. A room which can be used for wrestling, weightlifting, minor games, and dancing, or tennis courts, a curling rink or the equivalent.

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CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

A review of literature has disclosed a noticeable change in article context. Early articles were concerned with defining terms of reference for physical education and defending the program. Recent articles are concerned neither with defining nor defending, but with improved methods of completing the task at hand. This transitional state was well illustrated by Van Vliet (1:12) with the statement:

Our profession is about to come of age. We are beginning to develop good programs with reasonable facilities and rapidly improving personnel. Let's quit talking solely to ourselves in order to keep our courage up or remain convinced of our place in society.

II. LITERATURE PERTAINING TO THE INTERSCHOLASTIC

ATHLETIC PROGRAM

An Essential of the Physical Education Program

That interscholastic athletics is now recognized as essential to the physical education program is indicated by the inclusion for the first time of a section regarding the administration of athletics in the 1966 Alberta Department of Education, Physical Education Curriculum Guide for Junior and Senior High Schools (2:116).

Oberteuffer and Ulrich (3:377) plead a case for athletics in physical education with the statement:

The concept of equality has particular meaning for competitive athletics. This phase of a complete program finds its origin in the wholly democratic notion that the best is entitled to a full opportunity to develop his skill just as is the poorest. Democracy in education has never meant the glorification of mediocrity. The superior have the rights equal to those of the inferior. As we translate this into physical education, we conceive of the competitive programs between school teams as mediums by which the best can enjoy their rightful development and be tested against their equals.

Anderson (4:29) agrees with this idea and suggests there is nothing wrong with instilling a competitive attitude in our youngsters since this is what they will be facing through life. He adds, however, that an educated coach will temper this attitude and direct it to wholesome endeavours. Scott (5:24) suggests there are many advantages, both physically and mentally, to be gained by those playing on interschool teams. Regarding competition for the gifted athlete, he agrees with Oberteuffer and Ulrich. Theiss (6) also agrees by stating that high school students are gifted in many ways, and the function of education is to provide experience and opportunities according to talents and abilities of each student. Therefore, a school must have a program of interscholastic athletics.

Beach (7) expressed Mannerstedt's idea that interscholastic athletics are the laboratory for physical education as the biology or science laboratory are used for the gifted academician.

Wood (8:13) states that student activities, of which athletics is a major part, have become a part of the school program not because educators saw great educational potential in them but because pupils were attracted to them and segments of the community pressured for them.

Fisher (9:37) supports interscholastic athletics as essential to the

educative processes with the following statement:

Within the schools and universities, we see the clearest illustration of games as levellers of class distinction. No one else seems to have the social mobility of the good athlete, certainly not the excellent student, unless he is the rare bird who combines distinction in both physical and mental fields.

A recent survey by Gray (10:27) supports a program of competitive athletics for Junior High Schools. He qualifies this statement by stating that athletics must be kept in their proper order of emphasis and lean to a wide variety of athletic games with the exclusion of tackle football. As noted earlier, Shuck (11:288) agrees with this from a medical standpoint.

Reference to the necessity of co-ordinating the three aspects of the physical education program has been noted earlier in this thesis.

Athletics and School Achievement

L'Heureux (12:8) states:

The extent to which we can continue to pursue educational ends in school sport is largely determined by our ability to preserve the play-spirit while seeking the quite legitimate end of winning Failure confronts us when the purpose of sport-as-work pre-empt our educational ends.

Indications are that sport-as-play still exists in school athletics.

McLean (13:25) concludes that athletic participation does not effect a student's personal adjustment to the school situation and that extensive participation in athletics does not hinder school work. Beattie (14:20) records that grade thirteen examination results show that Ontario schools in 1958 were graduating an increasing proportion of high-calibre students than they were thirty or forty years ago, despite the increase in extra-

curricular activities. Comparing reasons for participating in junior high schools intramural and interscholastic athletics, Kline (15:56), found that students engaged in the respective competition levels for the same reasons. School team members did not exclude other interests and activities from their total school program.

Products of the Athletic Program

Physical educators agree that there are inherent dangers in the overemphasis of athletics in the school physical education programs. Oberteuffer and Ulrich summarize the situation with the statement (3:373):

In the decades it has taken to produce the huge program of interschool and college sport, there has emerged the modern educational counterpart of the nineteenth-century timber baron. The athletic director who never teaches, never confers, never submits a problem to group decision; always decides himself, cares little for students, and spends long hours in the counting house planning the budgets for the far-flung athletic empire which he has built.

Rafferty (16:18), in reference to California high schools, intimates that much is being done in competitive athletics, and this is being called physical education. He adds that very little is actually being done to provide good physical education programs. Cost and lack of opportunity are two problems of high school athletics cited by an article in the C.A.H.P.E.R. Journal (17:11).

A study of Saskatchewan high school programs by Cameron (18) indicates that with regard to participation, interscholastic athletics rate quite high as compared to intramural athletics. Van Ryswyk (19:73), in a study of specified schools of New York, notes that sixty-six percent

of those conducting interscholastic activities received extra pay as compared to three percent of the intramural directors.

Irwin (20:158) feels that for junior high school there should not be any interscholastic athletics as young people will lose the opportunity to play many sports and learn diversified skills. From the medical standpoint, Lowman (21:636) states:

The large percentage of orthopaedists agreed that interscholastic competition should be discouraged it has been suggested that many potentially good athletes have been ruined by too early competitive sports involving the burning up of reserve power by violent and prolonged activities during childhood and adolescence.

Penney (22:6) suggests that interscholastic competition for girls should be curtailed to the utmost. McGee (23:60) reports that parents are less concerned than school administrators and teachers about competitive athletics for girls. The basic reason is obviously the concern of the teaching professional who has greater experience and training than parents in this matter. Many parents do not have the background to understand the psychological and physiological implications of highly competitive athletics.

However, there is agreement among physical educators that school athletics is not wrong and is not overemphasized. Cox (24:17), and Lowman (21:635), share the opinion that young people are going to compete in any case, and that the direction of the school is therefore a desirable place in which competitive athletics should take place.

Studies of secondary schools in Victoria, British Columbia, by Hughes (25), and in North Carolina by Pettiford (26:55) show no over-emphasis of interscholastic athletics in the schools. Meaningful

experiences, which are achieved by a student through participation in interscholastic athletics, are indicated in an interview conducted by Deford (27:26). The basketball player in question stated:

You know, when I was a kid, I was really on the wrong side of the fence. I was in a gang. We'd steal a few things, wreck a few things I was getting a very good training to be a gangster One day my father he gave me a real licking. I was about 11, I guess. And then, about that time I found basketball. That helped too.

To summarize, the literature reviewed indicates that interscholastic athletics are not an important and integral part of the total curriculum in secondary schools in the United States and Canada. A peculiarity to Canada, however, is the fact that athletics and physical education are not administratively divorced from each other. In addition, the literature has pointed out that participation in athletics does not lower school achievement, and the desirable outcomes athletics strive to instill in our high school students are being attained when the school athletic program is presented and administered with educational goals in mind.

III. LITERATURE PERTAINING TO PREPARATION TIME

Need for Preparation Time

Physical educators state that a complete physical education program must include regularly scheduled class periods, intramural athletics, and interscholastic athletics. Miller and Massey (28:142) state that it has been found that a single department of physical education including all three phases is preferred because of its greater

educational effectiveness. Other substantiating references were listed in Chapter I.

Oberteuffer and Ulrich state: (3:375)

.... physical education unlike some other curriculum areas, calls for a large amount of administration. Planning, purchasing, organizing, and evaluations are companion functions to teaching. Modern teaching methods must be accompanied by modern administrative practice.

Much literature is devoted to establishing this viewpoint. Oberteuffer (29:4) emphasizes that preparation is essential to reaching the ultimate objectives of physical education. Daniels (30:29), discussing the total physical education program, suggests that organization time must be made available to equate the program aspects into their true perspective.

Messersmith (31:14), in a discussion regarding the public image of physical education, says that too often physical educators are guilty of offering substandard courses, accompanied by ineffective and careless teaching. He stresses the physical educators excuse themselves by saying they have not enough preparation time, when, in fact, they do not make effective use of the time presently available and thus cannot expect an increase. A unique point is brought out in his discussion by the following statement.

The fact that physical education deals with both the physical and mental aspects of the individual has caused us considerable trouble in our program of interpretation The subject matter teacher has no such problem; he is concerned with the mental and intellectual development of the individual and can direct all his efforts toward the fulfillment of these ends. The physical education teacher must be able to comprehend the values inherent in a program designed to aid in the development of the total individual and not direct all his energies toward one area to the complete neglect of the other.

He states further that the easiest public in which to secure understanding is the pupil. They will respond to a good program.

Regarding intramurals, Spicer (32) stresses the organizational and planning techniques rather than presenting an example activity program for junior high schools of Nova Scotia. Townsend (33:30), in discussing the plight of the intramural program, states that the situation will only improve through diligent planning and hard work.

To effectively organize a school's athletic program, Beach (34:13) lists ten procedures one should follow. To organize a specific school sport, Gaziuk (35:16), and Jackson (36:26) agree that much planning must be done in both the physical education program and the activity itself.

Workload and Compensation

Krakower (37:305) states:

Many physical education teachers carry teaching loads so heavy it is almost impossible to plan constructively and to make desirable professional growth.

This article was written twenty years ago in the United States, but much concern regarding this situation still exists in Canada. In 1948, Panton (38:109) indicated that the physical education department was to supervise the intramurals in addition to other tasks. Grierson (39) reveals that teachers were spending up to eleven hours per week, in addition to their regular teaching load conducting the physical education program in 1955. However, several areas did not have any extra effort dedicated to this service, and as a result, the intramural

program was non-existent. Cameron's 1959 Saskatchewan survey reveals that only four of twenty-six schools had teaching programs of less than five hours for physical educators (18:98). Pennington (40:73), in a study of British Columbia Secondary Schools, indicates a slight improvement with the average teaching load for physical education teachers being six hours per day including coaching and supervision.

United States authorities, as well, show concern for the workloads of physical education teachers. Beach states: (7)

.... As a result, effective supervision of the athletic program has often suffered because these persons are too heavily burdened with other administrative, teaching, and clerical duties.

The physical education staff in Essex County, New Jersey, were required to run both the intramural and interschool athletic programs without adequate compensation in the form of salary or preparation time increase according to Sharpe (41:67). Kessinger (42:24) points out that the physical education teachers of Class "A" high schools in South Dakota taught thirteen different subjects in addition to their physical education teaching and coaching duties. He concluded that a more intensive and extensive physical education program resulted when a teacher taught physical education and no other subject.

Concerning the workload of Physical Education Department Heads, a Vice-principal in an Ottawa school, J. E. Black (43:14), states:

For a physical education director, the problems of initiating extra-curricular activities at both the intramural and interschool level appears to be staggering at first These problems are then compounded by the director's efforts in organizing a core programme of activities, courses of study, supervision schedule of new teachers and what is sometimes almost incidental -- the teaching of his own classes.

He states further that the physical education director's organizational ability must be there for a successful program to develop.

Foote (44:32) breaks down the duties of a physical education department head into seven categories, namely:

1. selection of core program
2. budget
3. equipment
4. public relations
5. in-service training
6. coaches
7. time-tabling

Oneschuk (45:20-23) suggests six main categories as follows:

1. facilities
2. equipment
3. core program
4. uniforms
5. staff orientation
6. coaches

Humphrey (46:58-60) establishes a finer classification of one hundred and twenty-seven duties categorized under seven major headings. The headings are:

1. administrative duties
2. duties pertaining to facilities, equipment, and supplies
3. duties pertaining to instruction
4. duties pertaining to special services and activities

5. supervisory duties
6. duties pertaining to community activities
7. duties pertaining to Personal Professional Growth and Professional Contributions

In 1956, the "Live Issues Corner" in a C.A.H.P.E.R. Journal suggested that a pay scale should be established for extra work done by teachers in extra-curricular activities (47:11). Studies by Gilberts (48:46) and Olpinski (49:32) indicate that compensation of this type does exist in the United States. Boyko (50:65), reporting on suggestions of sixty Alberta High School Principals, indicates that they favored a lighter teaching load used as compensation. Neimeir (51:66), from a study of six Mid-Western United States High Schools, notes that only one gave less teaching load to compensate for extra-curricular duties.

Present Situation

There is little doubt that physical education as a discipline has achieved increased stature in the past ten years. Nareau (52:17) suggests the feeling toward Physical Education in 1957:

However, the writer also recognizes that Physical Education has less stature in the eyes of many educators and the lay public than other subjects within the school curriculum. Even more disheartening is the fact that among those who accept Physical Education as a desirable part of the total school program there seems to be little conception of what constitutes a good physical program.

In 1960, Penney (22:8), in a discussion regarding the worth of interschool athletics, states that the high school principals were willing to leave the decision for the program up to the public. This indicated a lack of interest on the administration's part. Improvement

in the outlook towards Physical Education is noted in a statement by Hall in 1963 (53:10). From the administrative standpoint, he comments that:

Physical Education to the teacher is more than a subject to be taught in camp or school. It's an experience holding tremendous satisfaction.

The administrators in the United States seemed to have misgivings regarding Physical Education in 1962. Steinhaus (54:24), in a discussion with an assistant superintendent, observed that the biggest administrative problem at that time was to satisfy other teachers. Floor space and extra pay received by physical education personnel were the biggest complaints of other teachers. Steinhaus mused that maybe a hidden reason is the popularity of physical education as a subject.

McNulty (55:13) states the problem with establishing a physical education program in a large composite school in 1963. He states:

In most instances, facilities for Physical Education do not keep pace with the expansion in school enrollment. We have experienced this situation, and it curtails the Physical Education program considerably We have some twenty-eight extra-curricular activities being carried on through the school year. Many of these activities take place at the same time and often interfere with the Physical Education intramural or interschool program. This sizeable program poses a further problem -- comparatively few teachers carry the major share of the work involved -- a factor which does not help staff morale.

A study by Bird (56:21), presented in 1964, poses problems regarding girls participation in extra-curricular activities that would indicate physical education programs were still not receiving full recognition in high schools in Edmonton. Pertinent reasons are:

1. lack of availability of some of the most liked sports
2. need for instruction
3. lack of knowledge as to how to enroll for sports
4. lack of knowledge of schedules
5. lack of understanding of the carry-over value of sports
6. not being enrolled in physical education class

The growing stature of physical education in educational circles is indicated by the introductory statement of the Physical Education Section in the 1965 Alberta Department of Education Program of Studies of that year (57:43). It reads:

Physical education is concerned with the development of the whole individual. As well as contributions to the mental, social, and emotional well-being of youth, a claim all subjects make, Physical Education has its unique contributions in developing physical fitness and motor skills in recreational activities which carry over into adult life.

Also in 1965, Robert May (58:49), arguing in the defence of the physical education mark being included in the computation of a student's cumulative scholastic average, points out that there is definite, though slight, correlation between mental and physical ability insofar as man in the masses is concerned. He further states that if subject areas within a school are excluded from this aspect of evaluation, staff morale will certainly be shattered. According to May the importance of health and physical fitness to success in life requires that greater stress, not less, be placed on the contributions of Physical Education. Physical education in 1966 is outlined by Passmore (59:24) with such statements as:

Extra-curricular programs are extremely popular and provide opportunities for a large number of pupils to participate Intramural competitions for pupils less gifted athletically Almost all athletic teachers, who also coach the school teams Many new developments are taking place in the secondary school. The use of tests and measurements is becoming quite common More emphasis is being placed on game skills, especially those with carry-over value.

In summary, Physical Education is gaining stature and significance as it becomes better understood by those concerned with the education of our youth. The literature points out, as well, that unlike other subject areas the responsibilities of the Physical Education Department Directors and Staff are many and varied. Authors and researchers have stated that with the diversified load of administrative details, additional preparation time is essential for a Physical Education program to be administered effectively as compared to other subjects. Their studies point out that what have been evaluated as good Physical Education Programs have resulted when satisfactory amounts of preparation time has been made available.

IV. LITERATURE PERTAINING TO PROFESSIONAL PREPARATION

Effect on Program

Results of the Minnesota study by Jack (60:30) have already been presented. Similar results were observed in 1952 by McLachlin (61:60) in Alberta Senior High Schools with the conclusion that insufficient education handicapped the effectiveness of classroom programs. Results of qualified leadership as noted by Harmon (62:389) show that when an untrained leader offered direction to a group of

children, attendance increased four-fold. When qualified leadership was supplied, attendance increased five times again.

Blank (63:6) states that good teaching in physical education is most frequently characterized by effective instruction in skills, and efficient program administration and organization. A professional, well-prepared teacher will not necessarily have the attributes to insure the above, but there is greater likelihood that they will exist.

Andrews (64:288) states:

If outstanding results are to be obtained, teachers must be chosen on the basis of thorough preparation and ability.

Irwin (20:61) feels that the success of a physical education program rests solely on the shoulders of the individual physical education staff members. He suggests that untrained or poorly trained teachers cannot administer and conduct an efficient and successful program of physical education.

Black (43:13) emphasizes the need for extensive professional preparation and good teachers with the statement that the standard of discipline within a school is decided in the gymnasium.

Evolution

In 1945, the need for expert teaching, as indicated by Oberteuffer (29:4), was of concern. With reference to obtaining five physical values from physical education, he states:

These values, along with health or organic values which we are not discussing here, are all potential. They may or may not accrue. Their fullest attainment depends upon good organization and expert teaching.

By 1955, as indicated by Caldwell (65:24), it was understood that one of the agencies for the development of successful teachers was professional preparation received in teacher training institutions.

In 1957, Clelland (66:7) stated that the schools were still not providing leadership. Penny (67:33) laments the fact that women teachers of physical education are in great demand and short supply. As well, qualified teachers are not remaining in the profession. Brown (68:19), in discussing the problems facing physical education at the time, listed the lack of young people entering the profession as a major obstacle. Routledge (69:25) indicates that this problem still existed in Edmonton in 1959.

Baker (70:636) reports that in 1962 only two-thirds of the states in the United States met the requirements in personnel where a major in physical education was required if the instruction was up to 50% of the time. "The professional is fully qualified for his assignment" and "the professional constantly seeks self-improvement", were two major areas of discussion in an article by McGraw (71:14-15).

In 1966, Gray (10:27), in discussing considerations for the realistic development of a junior high school athletic program, lists the necessity of teams being coached by professionally trained teachers as important.

In summary, the above literature indicates that physical educators and school administrators agree that teaching improves as the standard of professional preparation is improved. It is the teachers duty to maintain as high a standard of professional prepara-

tion as possible and to continually seek to improve their qualifications.

V. LITERATURE PERTAINING TO THE EXODUS OF PHYSICAL EDUCATION TEACHERS

The investigator could not find any amount of pertinent literature indicating this problem had been previously studied. Penny (67:34) suggested marriage, salary, and the demanding all-around ability required to teach physical education as a deterrent to young women entering and remaining in the profession.

VI. LITERATURE PERTAINING TO A NEED FOR EVALUATION OF PHYSICAL EDUCATION PROGRAMS

Excellent arguments have been presented regarding the need for evaluation of programs. Van Dalen (72:39) states:

One producer of change is research. Because many people consider research an esoteric exercise not concerned with the solution of practical school problems, the public gives it niggardly support. Consequently, this great potential power for accelerating change is not realized. Research which promises to produce an immediately useful teaching tool can gain support more readily than basic research.

From a compilation of four authors' opinions of the characteristics of an ideal extra-curricular program, Sherrit (73:24) says:

The program must be evaluated with special reference to its contribution to the accepted educational values of the school.

A summation by Rosenstein and Frost (74:407) suggests:

Periodic evaluation of Physical Education, utilizing an instrument such as the Laporte Score Card is therefore recommended. It is believed that further studies, in which the achievement of Physical Education objectives is related to the quality of programs, would be very worthwhile at all levels.

Schneider (75:7) urges extensive evaluation with the following statement:

Now, in evaluating the Physical Education program, what the administrator thinks makes a difference. Do the school administrators really understand what Physical Education is all about? Do your colleagues know what the objectives are?

Oberteuffer and Ulrich (3:376) suggest:

.... There are still school systems, cities, countries and states where opportunity in Physical Education needs to be reviewed to locate the inequalities and provide appropriate budgets, facilities, and personnel to rectify them.

Rafferty (16:9), Andrews (64:202), and Wright (76:14) agreeing with the statements summarize the feeling that evaluation in fact, is very essential.

VII. LITERATURE PERTAINING TO THE VALUES OF A PHYSICAL EDUCATION PROGRAM

An academic discipline is an organized body of knowledge collectively embraced in a formal course of learning.

This statement by Henry (72:32) defines physical education as a discipline in itself. There is a scholarly field of knowledge basic to physical education. Two of its diverse fields are physiology and sociology. The following review of literature will dwell on the values to be gained in these areas from participation in physical education.

Physiological Values

Smith (78:25), in a discussion regarding sports and fitness, states that fitness is an outcome of sports participation. However, he adds, sports activities are limited to a marked degree by a number

of factors such as lack of facilities, supervision, well-organized programs, and adequate teacher preparation. Foreman (79:48) states:

If big muscle activities is really important to man's well being, then a life-long pattern of big muscle participation must become a major factor in one's system of values. Men must become as concerned with their level of fitness as they are about financial security.

Coyne (80), lists seven contributions of regular physical exercise to functional health as indicated by research literature. Contributions are primarily to the cardio-vascular system, but muscular strength, endurance, flexibility, and weight control are also mentioned.

Specific studies on male students by Rosenstein and Frost (74:403), indicate that pupils participating in good physical education programs improve significantly more in fitness than do participants in poor programs. The greatest improvement was shown in strength, with some gain in agility, balance, and endurance. Leyshon (81:24) notes that boys, engaged in interscholastic athletics, attained a higher fitness level than service program participants and an inactive control group.

Heithold (83:41), found that girls in an athletic association rated higher in many areas, including motor ability and general fitness, over non-participants. Walters (83:110) concluded from her test on college women that short, intensive training improves physical efficiency which remains for at least two weeks following the cessation of training.

Sociological Values

Kendig (84:750) states that the results of good physical education programs are very gratifying. Boys, entering school with the conviction that they have no ability in physical activities, experience great satisfaction when they discover that there are some activities in which they can do well. Oberteuffer and Ulrich (3:381) agree that the above outcome is truly an important aspect of physical education.

Melanefy (85:32), Ouwerkerk (86:41), and Harmon (62:389) express concern for the tremendous responsibilities and challenges that physical educationists must bear in the present where leisure time is becoming a prominent factor.

Crothers (87:32), in a discussion regarding the number of University students near nervous breakdown, suggests that physical education and sport have a great deal to offer to these people. He indicates that they have not learned skills that will lead to a diversion from their everyday problems.

Boyko (50:52), in a survey of school principals in Alberta, notes that forty-six percent said that scholarship was increased by participation in extra-curricular activities; eight percent indicated that there was a deterrent effect; and forty-six percent indicated that it did not make any difference.

Literature reviewed above tends to substantiate the present trend to a realization that the inclusion of a physical education program within the school program has definite educative values.

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CHAPTER III

METHODS AND PROCEDURES

I. SOURCE OF DATA

Data were obtained from male and female physical education teachers in the secondary schools in the city of Edmonton. Physical Education Department Heads received a more extensive questionnaire than the regular gymnasium teacher. The total number of subjects was one-hundred and seventy-two. Eighty-one subjects were female and ninety-three are male. The total number of schools is fifty-five. Ten of these were senior high schools and the remainder were junior high schools.

II. DESIGN OF THE STUDY

Preliminary Correspondence

A request was submitted to the Edmonton Public School Board for permission to do this study. Permission was received to complete the study. A letter was sent to each subject asking for their co-operation. The extent of the study, information required, and compilation procedures were indicated to the Department Heads.

The Questionnaires

The investigator designed two forms to be sent to the subjects involved. Form A, Appendix D, which was distributed to the Physical Education Department Head in each school, requested information regarding the activities in the physical education program, participation in

the various facets of the program, and physical education administrative policies within the individual schools. Form B, Appendix E, which was sent to all subjects, requested information regarding the respective teachers workload and preparation time, professional preparation, and an opinion regarding the cause of physical educators in the schools withdrawing from the teaching of this subject area.

The checklist for self-evaluation of schools and systems devised by the Physical Education Specialists Council of the Alberta Teachers Association was used as a basis for construction of the questionnaire (1). Other questionnaires reviewed include those used by Metivier (2), Gilberts (3), Taylor (4), Cox (5), Beach (6), and the Health and Physical Education Score Card number two compiled by W. Ralph LaPorte (7).

The questionnaires were constructed to keep the amount of writing by the subjects to a minimum. With the exception of the subjects evaluation of the most outstanding and least outstanding feature of their program, all questions required only a check mark or a number.

Identification of individual school and subject responses was established by coding each questionnaire.

The Pilot Study

The questionnaires were submitted to the Thesis Committee members for revision and preliminary approval. Form A and B were then distributed to thirty judges in the Edmonton area who were not involved in the study itself. These judges were all physical education teachers

and Department Heads. They were asked to indicate any erroneous or ambiguous statements. The questionnaires were then revised upon the suggestions of the judges and final approval received from the Thesis Committee Members.

Distribution of the Questionnaire

The subjects received the questionnaire in mid May, 1967. A stamped, return addressed envelope was included. The questionnaires were to be collected from the various schools in early June, 1967. Mailing before this date was requested. Each subject was contacted by telephone with a reminder of the requested assistance. The last questionnaire from the schools was received in late August. The last expert opinion questionnaire was received in early January, 1968.

Measurement of a Quality Physical Education Class Program

Establishing Criteria

Measurement of a good physical education program without testing each school's success at attaining the accepted objectives is a problem. The most difficult item to evaluate was the class instructional program. The investigator has relied on expert opinion in this respect. Twenty experts, selected from the Physical Education Faculty at the University of Alberta, the School of Physical Education at the University of Calgary, Supervisors of Physical Education in the Province of Alberta, and other designated personnel, were asked to give their opinion as to what constitutes a "quality" physical education program in schools with

various characteristics. Ten experts were male and ten were female. Experts were selected with a view to their present concern with Secondary School Physical Education and/or their previous teaching and/or administrative experience in Junior and Senior High Schools. This questionnaire, called Form C, was constructed with the advice of Thesis Committee Members with no pilot study being conducted. Form C was divided into five parts, and is included as Appendix F.

The experts were asked to establish curricula in schools of various facilities, length of class, and number of class meetings per week. Experts were instructed as follows:

Indicate the activities to be presented in the junior high school grades in the following manner.

A. An activity to be presented in one grade only.

Physical Education Grade 7 - write No. 7 in the square.

Physical Education Grade 8 - write No. 8 in the square.

Physical Education Grade 9 - write No. 9 in the square.

B. An activity to be presented in more than one grade.

Physical Education Grade 7 & 8 - write No. 78 in the square.

Physical Education Grade 8 & 9 - write No. 89 in the square.

Physical Education Grade 7,8,9 - write No.789 in the square.

Example:

Length of Class 30 Minutes												
Facilities	A			B			C			D		
No. of Meetings/Wk	2	3	4	2	3	4	2	3	4	2	3	4
Activities:												
Badminton	9	89	89	9	89	89	9	9	9			
Basketball	9	89	89	9	9	89	9	9	9			
Bowling												
Cross Country	789	789	789	789	789	789	789	789	789	789	789	789
Curling										9	9	9
Diving	789	789	789	789	789	789						
Fastball							789	789	789	789	789	789
Fencing												

Experts indicated the activities they would include in curricula for various situations in senior high schools in a similar manner. To indicate the inclusion in a Physical Education 10 program, experts used the number 1. Physical Education 20 was signified by number 2, and Physical Education 30 by number 3. To indicate inclusion in 10 and 20, the expert would place number 12 in the selected square. A similar procedure would be followed for inclusion in Physical Education 20 and 30, and all three instruction levels.

Teaching Hours Available

The following list indicates the number of hours available for instruction in one year. The investigator estimated that approximately twenty-five instruction days were lost to registration, consolidated

exams, assemblies, conventions, and staff meetings. Therefore, the instruction time was based on one hundred and seventy-five days, or thirty-five weeks. The combinations of class length and number of meetings per week gave the following amount of time.

30 Minute Class Periods:

Meeting: 2 per week - 35 hours
 3 per week - 52.5 hours
 4 per week - 70 hours

40 Minute Class Periods:

Meeting: 2 per week - 45.5 hours
 3 per week - 70 hours
 4 per week - 91 hours

50 Minute Class Periods:

Meeting: 2 per week - 58.5 hours
 3 per week - 87.5 hours
 4 per week - 116.5 hours

One Hour Class Periods:

Meeting: 2 per week - 70 hours
 3 per week - 105 hours
 4 per week - 140 hours

Classification of School Physical Education Facilities

Outdoor physical education facilities were assumed to be adequate for the inclusion of all or any spring and fall activities.

Indoor physical education facilities classifications are as follows:

Class 'A' - 2 Gymnasias (two regulation volleyball courts per gym)
 1 indoor or outdoor swimming pool
 1 indoor or outdoor ice arena
 1 auxiliary area

Class 'B' - 2 Gymnasias (two regulation volleyball courts per gym)
 1 indoor or outdoor ice arena
 1 auxiliary area

-- or --

2 Gymnasias (two regulation volleyball courts per gym)
1 indoor or outdoor swimming pool
1 auxiliary area

Class 'C' - 2 Gymnasias (two regulation volleyball courts in one gym only)

-- or --

1 Gymnasium
1 auxiliary area

Class 'D' - 1 Gymnasium

Classification of the Time Allotment Per Physical Education Class Period

Class 'A' - A class of one hour or better in total time available per class instruction period.

Class 'B' - A class of fifty minutes to fifty-nine minutes in total time available per class instruction period.

Class 'C' - A class of forty minutes to forty-nine minutes in total time available per class instruction period.

Class 'D' - A class of less than thirty minutes to thirty-nine minutes in total time available per class instruction period.

Classification of Frequency of Class Meetings Per Week

Class 'A' - Four or better meetings per class per week.

Class 'B' - Three meetings per class per week.

Class 'C' - Two meetings per class per week.

Class 'D' - One meeting per class per week.

Numerical Value Per Classification

A classification of 'A' received a score of 3.00 to 4.00, 'B' received a numerical value of 2.00 to 2.99, 'C' scored as 1.00 to 1.99, and 'D' received a numerical value of 0.00 to .99.

Intramural Athletic Program Evaluation

The intramural athletic program was rated as excellent, good, fair, and poor with the same letter and number gradings as used above. The criteria as established in the "Definition of Terms" and as described in the "Treatment of Data" was used.

The experts were asked to check what percentage of student participation constitutes the above classifications for schools of various sizes. School population breakdown is 600 students or less up to 800 students; 1,000 students, including the span from 801 students to 1,200 students; 1,400 students including 1,201 students to infinity. The arithmetic mean percentage given is used as a criteria for measurement. As indicated in Chapter IV, the experts endorsed this procedure as a valid test of quality physical education program by a majority.

The Interscholastic Athletic Program Evaluation

The interscholastic athletic programs were rated in the same manner as the intramural program. Placing in league competition was to receive an overall arithmetic mean score to be added to the activity score for rating. However, the league placement evaluation procedure was not endorsed by a clear majority of experts; therefore, it cannot be used.

III. TREATMENT OF DATA

Rating of Physical Education Programs

As the questionnaires were received from the Department Heads in the various schools, they were classified using the scale established in the design of the experiment. The quality of a school's program was evaluated by a total score method. A return received a mark of one for each correct answer and for each activity corresponding to the list of activities required for the particular school. When a school physical education program received a score of eighty percent or better, the program would be termed "excellent" and receive a numerical rating of 3.00 to the ultimate 4.00 and letter grading of 'A'; sixty-five to seventy-nine percent received a numerical rating from 2.00 to 2.99, letter grading of 'B', and termed "good"; fifty to sixty-four percent received a numerical rating from 1.00 to 1.99, a letter grading of 'C', and termed "fair"; and a score below fifty percent resulted in a numerical grading of 0 to 0.99, a letter grading of 'D', and termed "poor". Rating was compared to the ultimate which is a rating of four. Individual school ratings can be compared to the rating of the physical education programs in the Edmonton Public Secondary Schools.

Overemphasis of Interscholastic Athletics

The acceptance or rejection of this hypothesis was established by comparison with the rating of the other two components of a physical education program. A rating of 'CBD' with the first letter representing

class instruction, the second letter being the intramural score, indicates that interscholastic athletics is not receiving as much emphasis as the other aspects of the program. Overall arithmetic mean scores were compared as well.

Teacher Preparation Time

Three-eighths of a teacher's school time available for preparation received a letter grading of 'A' and a top numerical value of four. Two-eighths to three-eighths also received a letter grading of 'A' and a numerical value of three plus fractions; one-eighth to two-eighths will rate a letter grading of 'B' and a numerical value of 2 to 2.99. One-sixteenth to one-eighth rated 'C' and 1 to 1.99. Below one-sixteenth received a letter rating of 'D' and a numerical value of 0 to 0.99. The letter grading for individual schools and the overall mean score measured the situation regarding this facet of the physical education program. Comparisons are possible with other subject areas.

Professional Preparation

Ratings were established in the same manner as above for professional preparation of the individual physical education staffs and the Public School program as a whole. An 'A' letter rating with numerical value from 3.00 to 4.00 was given to a Physical Education Major as designated in the "Definition of Terms". A class 'B' letter rating with numerical value from 2.00 to 2.99 is a Bachelor of Education with a Physical Education Major; letter rating 'C', with numerical

value of 1.00 to 1.99 is a Bachelor of Education with a Physical Education Minor; letter 'D', with numerical value from 0.00 to 0.99 is less than any of the preceding. The effect of professional preparation on the physical education program presented was established. A program with a mean rating of 3.32 and a professional preparation rating of 3, as compared to a program with rating of 1.5 and professional preparation of 2 would indicate that the two are related, and professional preparation does effect the quality of the physical education program. Comparisons with other subject areas are possible.

Additional Information from Questionnaires

Class Instruction Program

- A. The percentage of students enrolled in physical education in Edmonton Senior High Schools.
- B. The average weekly meetings of physical education classes in Edmonton Senior and Junior High Schools.

Intramural Athletic Program

- A. The most popular intramural activities.
- B. The average number of activities presented per year.
- C. An indication as to whether intramural athletic activities parallel class instruction units and the effect on the program.
- D. Intramural directors and their effect on the program.
- E. The time of day intramural activities are presented.

Interscholastic Athletic Program

- A. An indication regarding the evaluation of interscholastic athletic teams from intramural competitions, and the effect on the total program.
- B. If extensive practice facilitates success.

General Information

- A. An indication as to what Department Heads in the schools consider the strongest and weakest aspect of their physical education program and the reasons why.
- B. An indication as to why teachers leave the field of physical education on a ratio of first place votes per teachers voting for a specific item.

Presentation of Results

The results are presented graphically and in tables. Conclusions were drawn regarding strengths and weaknesses of the program in the Edmonton Public Secondary Schools as a whole. Individual school's strengths and weaknesses will be kept in confidence. A copy of the Thesis will be given to the Edmonton Public School Board. An abstract to a specific school will be supplied to this school upon request.

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CHAPTER IV

RESULTS AND DISCUSSION

I. EXPERT OPINION OF EVALUATION TECHNIQUES

The twenty experts in the field of physical education were asked as Part One of Form C, to express opinions on the evaluative criteria being posed as valid measures of a quality physical education program. Table I indicates the returns received from the experts in total, and various aspects of Form C.

TABLE I
QUESTIONNAIRE RETURNS - FORM C

Item	Issued		Returned		Percent Return	
	Male	Female	Male	Female	Male	Female
Total	10	10	8	6	80	60
Part One	10	10	8	6	80	60
Form Two	10	10	7	6	70	60
Form Three	10	10	7	6	70	60
Form Four	10	10	7	5	70	50
Form Five	10	10	5	5	50	50

Experts expressed their opinions by agreeing or disagreeing with the evaluative technique and by qualifying statements.

Intramural Activities to Follow Class Instruction Unit

Fourteen of fourteen experts agreed with this item as a necessity

of a quality physical education program. Several experts qualified their agreement. Notable statements were as follows:

I feel that intramural activities should occasionally parallel class instruction so that the enthusiasm which should accompany presentation of a new unit will be transferred to houseleague participation.

Intramurals form the recreational part of an instructional program. If the instruction has been meaningful and enjoyable, the classes (in my opinion) should want to continue with the game form right away.

However, I also would emphasize the need for the organization of intramurals which follow previous grade work. Intramurals can start in September before any unit of instruction is completed.

Students should be given an opportunity to put into practice what they have learned in a competitive setting, but time does not permit and sometimes facilities do not permit this during class periods. Competitors at higher ability levels may meet better competition in an intramural league than in a class period.

In my opinion, the intramural schedule should commence about two-thirds of the way through the instructional unit.

This would be the ideal situation for grades which take physical education, however, for situations where grade XI and XII's do not take physical education, then the intramural program cannot be scheduled with too much emphasis upon the above consideration. In the large composite high school, e.g. the intramural program is often geared to "reach" students not taking physical education.

Greater numbers usually participate if the intramural competition follows class instruction in an activity. The interest will be high if the class instruction was good. Students will feel confident to participate if they have had some instruction.

This is not to say that only activities included in the program will be offered in the intramural program, but when they are in both I believe this relationship to be the best.

It is necessary to create interest. The intramural program is an incentive to greater interest in the instructional part of the physical education class, if the students are given an outline of the games to follow - and asked if they would like to participate. It is presumed the idea must be "sold" to the students.

(1) Lead to more proficient performance. (2) Better knowledge of rules and strategies of activities involved. (3) The entire intramural performance would be more meaningful. However, I might add that if a sound sequential program of units are offered throughout each grade (for example 7 - 8 - 9 - 10) for each of the activities involved, then during the later grades (10 and 11) the procedure of having intramural activities follow immediately on the completion of an instructional unit in a particular activity need not be followed. Allows for more flexibility in planning intramural activities.

When polled on the question, "Could this parameter be used as a valid measure of a quality physical education program?", the experts agreed unanimously.

One resposdee qualified his agreement with the following statement:

Within limits, yes. A large measure of the intramural scheduling and emphasis and so forth lies beyond the control of the physical education department. Under ideal or near ideal conditions the quality should be measured in terms of intramurals as one measure.

Success of Interscholastic Athletic Teams as a Measure

Nine of fourteen experts agreed that successful interschool athletic teams is probably the result of a well organized and administered physical education program. The remaining five experts disagreed with this statement.

Discussion from those males who agreed with this statement, is as follows:

More of a factor is the "horses" that you have. Another consideration is the relative emphasis given to interscholastics, intramurals, and the physical education program for classes in terms of teaching emphasis, scheduling, coaching, etc. Under usual circumstances one would hope that the assumption will prove valid.

A physical education program gives a good basic training on how to perform effectively - the fundamentals, strategies, rules are stressed and details of various techniques are emphasized, thereby improving performance. Yet in any program there may be "natural athletes" who could lead an athletic team to success based on previous and outside-of-school experiences, but I feel this is the exception rather than the rule.

To some extent only. From the physical training aspect. Students should be better physically from participation in physical education program.

I believe the term "Physical Education Program" includes the intramural activities and the interscholastic teams.

Females in agreement qualified their answers with the following statements:

I would suppose that success of teams is related to teaching quality more than organization and administration.

Certainly the foundation of any team is based on fundamentals. If these have been soundly conquered in physical education classes, then time can be spent on mechanics of team play and reinforcement of fundamentals. A poor program relies on innate ability, or time and a fundamentalist - coach to do well in athletic endeavors.

Agree only if it be understood that "success" may not necessarily mean placing first or second in a league. Team spirit, acquisition of sporting attitudes, regular attendance at practices and improvement during league play are measures of success. Ability to coach a select group and appropriation of gymnasium time at expense of intramurals may produce a winning team - but rarely unless a good class program stimulates the interest of pupils to obtain further training.

A female dissenter explained her disagreement with the following statement:

Disagree because of "outside" coaches, attitude of administration.

Two male respondees who disagreed, both felt that perhaps athletics succeed at the expense of a good physical education program. They stated:

Success of teams in many cases would reflect a sound program but at least as often, success of teams will come at the expense of a good program. This is particularly true when there is a minimal number of physical education teachers on a staff and he, or they, are forced to make choices as to where available time goes.

I believe in some cases the athletic teams succeed at the expense of the total program. The energies of the coach and the facilities are all given to the school team when the reverse should be the case.

A third male dissenting viewpoint reasoned:

In my opinion the physical education program in a given school has some relationship with interschool competition but the program certainly cannot be measured by the success or failure of interschool competition.

Of the nine experts who agreed that success in the athletic field is closely associated with a sound physical education program, seven agreed that this parameter could be used as a valid measure of a quality physical education program, one disagreed, and one had no comment.

The dissenter qualified her response by stating:

The program may be well organized and administered but teams may be poor, owing to the quality of the players and/or coach or the quality of the league they are competing in.

Two of the seven experts who agreed that this parameter could be used as a valid measure of a quality physical education program, showed slight reservations as they stated:

Slight agreement. If interscholastics are used as a yardstick, it should be an "inch-long" yardstick in comparison to a full yardstick of 36 inches for the actual physical education program.

A winning junior team in grade 10 may in reality measure the quality of teaching in junior high not in the grade 10 program.

Student Participation in Intramurals as a Measure

Ten of fourteen experts agreed that the percentage of student participation in intramural athletics is a valid measure of the quality of this aspect of a physical education program. The remaining four disagreed.

Female respondees in agreement with the statement qualified their answers as follows:

Providing facilities and gymnasium time are available, plus stimulation from the teacher combined with directed student leadership.

It indicates whether the activity has been sold in class instruction periods. An activity will only be popular if a good teacher makes it enjoyable during class periods.

Male experts in agreement stated:

I agree, that it is one valid measure, but should not be used alone.

Agree only in part. Our experience has been that a daily period of physical education is all they want and are reluctant to change their clothes again.

I think the quality of a physical education program should influence the interest of students in these activities.

If one accepts the prevailing philosophy of the field this conclusion is inescapable. The intramural program is seen to arise directly out of the service program or at least to provide a service every bit as essential as the service (required) program. I agree but add the proviso that I would not aim for 100% because many students have no real interest in intramurals in the same way that even an ideal music program would not be of interest to all students. I would prefer to measure the effectiveness by assessing the number of students who desire to participate but cannot because of time, facilities, or administration problems such as staggered lunch hours, etc.

A great concentration of students in an intramural program indicates to some degree a good quality in the program, and interest.

Females not in agreement expressed their reservations as follows:

Not valid in a large high school with many activities to choose from or poor facilities.

Straight percentage does not give a true picture of involvement. A system of number multiplied by a weighting factor according to time involved would give a better indication.

Cross Country $N \times 1 = 200$

Volleyball (min. 6 games) $N \times 6 = 12$ teams of $6 \times 6 = 432$

Male dissenters argued that:

Ideally, one would think that this statement was true. Yet, at times, social pressure of the peer group bring many in the intramural program who really do not want to take part. Therefore, many would take part and this would not necessarily mean that there was a quality physical education program in operation. On the other hand, there could be a smaller percentage of student participation - those who really enjoyed taking part - and this was happening despite the fact that there was a fine program being taught in the school.

(Answers based on experience thus far) Administrative scheduling, lack of co-operation in communication and so forth, all but wiped out an intramural program in fact two years later program has not been successfully regrouped. Dependent upon factor such as number of other noon-hour activities present in school e.g. clubs. Too many other factors to consider as extraneous as proximity to shopping centers, bowling alleys, etc.

Junior High School Interscholastic Athletics

Experts expressed the opinions that interscholastic athletics in Junior High School should be run as follows:

- A. As extensive as Senior High School 1
- B. Apply minor restrictions 6
- C. Apply extensive restrictions 6
- D. Complete abolition of athletics 1

The gentleman who advocated an extensive program added the following provisos:

(1) Carefully handled and controlled by professionally trained personnel (physical education personnel) so that the activity is both safe and educational. a. best coaching, b. adequate and proper equipment, c. good playing facilities, d. a limited amount of contests, e. age-height-weight classification indexes were utilized, f. complete medicals, g. good training program.

(2) Does not interfere with the academic program - time off for practices and games. Apparently outside agencies are handling many of these activities outside of the school environment with attendant unwholesome practices - why not place it in the hands of trained personnel?

Those feeling only minor restrictions should be applied to the Junior High School athletic program argued that:

Interscholastic athletics in Junior High Schools should be restricted in the number of activities and probably to outside spectators - particularly if facilities make spectator control, etc. difficult.

Due to the large number of junior high schools I think interscholastic athletics should be organized in zones, excluding city championships. The opportunity should be available for interscholastic competition in all activities but leagues should be kept small and informal. Since this is the last opportunity for many students who drop out after grade nine, I think competition should be available for more students, more teams per school, smaller leagues, restricted to a small area.

This is more difficult to answer because it really involves complex educational questions, not just physical education questions (as I am sure the author realizes). The two important assumptions are (1) that the program is educationally defensible at this level (junior high), and (2) there is adequate staff to handle other aspects of the program with equal or higher priority. I prefer the word "modifications" to "restrictions". "Restrictions" implies a forced variation that may not be educationally defensible. The junior high program should not be viewed as a miniature or imitation of that of the senior high, but should be a program growing out of the educational needs and interests of junior high students.

Experts advocating extensive restrictions on the Junior High School Interscholastic Athletic Program stated that:

Teams should not compete beyond district level. Schedules should not be as long as those in senior high school. Fewer activities should be undertaken at the interscholastic level than in senior high school.

Athletics tends to engulf a person so that the outside of a gym becomes foreign. Ideal is a well-rounded student who has had a good chance to become exposed to activities other than athletics, for example. At this level the emphasis should be solidly placed on the class program and the intramural program. Interschool competitions are minimally important by comparison. Too many junior high students who enter high school come in with a definite aversion to physical education as a result of their junior high experiences, a large measure which reflect a domineering "push" from interschool coaches at the junior high level.

The restrictions I refer to include a modified schedule, perhaps on an exhibition basis or a tournament in selected activities like volleyball. I believe that stress should be on total participation if at all feasible within the school.

The gentleman advocating abolition of interscholastic athletics in junior high schools expressed the opinion that:

This should be a time for building a solid skill training period, which can be done with physical education and intramurals. There is no time for interschool teams.

The experts, therefore, have established the following as measures which will indicate a quality physical education program.

1. Intramural athletic activities should follow the presentation of an activity in class.
2. The percentage of students participating in an intramural program is a valid measure of the quality of a physical education program.

Experts reached a stalemate on the issue regarding success of athletic teams and the relationship to a quality physical education

program. Therefore, without a clear majority of votes, this parameter could not be used.

Experts were similarly divided as to their opinions on the restrictions or modifications that should be attached to the junior high school interscholastic athletic program. However, some excellent opinions were expressed.

II. CLASS INSTRUCTION PROGRAM

Twenty-nine of forty-five (64.4%) Junior High School Physical Education Department Heads returned Form A with eight of ten (80%) Senior High Schools counterparts completing and returning Form A. In total thirty-seven of fifty-five (67.27%) completed Form A.

Upon return of the questionnaires it was found that four junior high schools could be used only partially in this study as grade seven only was included in the junior high school program and was housed with elementary school grades one to six. One junior high and one senior high were only of partial use as they contained only pre-employment and opportunity classes and taught only a very restricted program. Four of these six schools were heard from. The percentage of returned usable questionnaires is thirty-two of forty-eight (66.7%).

Table II indicates the returns of Form B, the individual teacher information questionnaire.

TABLE II

JUNIOR & SENIOR HIGH SCHOOL QUESTIONNAIRE RETURNS - FORM B

School	Issued		Returned		Percent Return	
	Male	Female	Male	Female	Male	Female
Junior High	65	56	41	38	63.08	67.86
Senior High	<u>27</u>	<u>24</u>	<u>24</u>	<u>21</u>	<u>88.89</u>	<u>87.50</u>
Total	92	80	65	59	70.65	73.75
Combined	172		124		72.09	

Seven returned Form B's from schools with restricted programs were of partial use only.

Classification of SchoolsSenior High Schools

The seven responding senior high schools were classified as indicated in Table III.

With Classification A (3.00 - 4.00) being termed excellent, Edmonton senior high schools could be termed good only in length of class period with the average length being 42.6 minutes. Facilities could be termed good with at least all schools having two gymnasiums. The number of meetings per week is excellent with six of seven schools meeting at least four times per week. The mean classification of 3.00

for senior high schools with reference to the three items in Table III, can be termed excellent.

TABLE III
SENIOR HIGH SCHOOL CLASSIFICATIONS

Number of Schools	Length of Class Period	Facilities	Meetings Per Week	Rating
1	D	B	A	2.67
1	B	A	B	3.33
2	C	C	A	2.67
1	C	B	A	3.00
1	B	A	A	3.67
1	B	C	A	3.00
Mean Rating	2.29	2.86	3.86	3.00

Junior High Schools

The twenty-five junior high schools to be studied are classified in Table IV.

Length of class period in Edmonton junior high schools can be termed good with the B rating. However, ratings of 1.75 and 1.95 in facilities and number of meetings per week indicate fair ratings in these areas.

The mean classification rating of 2.03 for junior high schools can be termed good.

Required School Physical Education Class ActivitiesSenior High School

Part two of Form C, the expert opinion questionnaire, revealed expert recommended activities as indicated in Table V. These activities, according to the experts polled, should be included in the senior high school physical education class instruction program for boys

TABLE IV

JUNIOR HIGH SCHOOL CLASSIFICATIONS

Number of Schools	Length of Class Period	Facilities	Meetings Per Week	Rating
1	C	C	D	1.67
1	A	C	C	2.67
5	C	D	C	1.67
2	B	B	C	2.67
1	A	C	D	2.33
5	C	C	C	2.00
5	B	C	C	2.33
1	C	C	B	2.33
2	D	D	C	1.33
1	B	D	C	2.00
1	D	C	C	1.67
Mean Rating	2.38	1.75	1.95	2.03

First aid plus coaching and officiating are presented in both boys' and girls' Physical Education 30 classes in addition to those listed in Table V.

TABLE V

SENIOR HIGH SCHOOL BOYS' CLASS INSTRUCTION PROGRAM

School Classification	BAA			BAB			BCA			CBA			CCA			DBA		
	10	20	30	10	20	30	10	20	30	10	20	30	10	20	30	10	20	30
Activities																		
Badminton	x	x	x		x	x	x	x	x		x	x	x	x	x			x
Basketball	x			x			x			x			x			x		
Cross Country	x			x			x			x			x			x		
Curling		x	x		x	x		x	x			x			x			x
Floor Hockey	x			x			x			x			x			x		
Ice Hockey	x	x	x	x	x	x				x	x	x						
Touch Football	x			x			x			x			x			x		
Gymnastics	x	x		x	x		x	x		x	x		x	x		x	x	
Handball (one wall)			x			x			x			x			x		x	x
Outdoor Educ.		x	x		x	x		x	x		x	x		x	x		x	x
Social Dance	x	x		x	x		x	x		x	x		x	x		x	x	
Swimming (speed)	x	x		x	x					x	x					x	x	
Tennis		x	x		x	x					x	x					x	x
Track & Field	x			x	x		x	x		x			x			x		
Volleyball	x			x			x			x			x			x		
Weightlifting	x	x																
Wrestling	x	x		x	x		x			x	x		x	x		x	x	
Total Number	13	10	6	11	10	6	10	6	4	11	8	6	10	5	4	10	7	5

Table VI indicates the activities which experts would include in their senior high school girls' physical education class instruction program.

TABLE VI
SENIOR HIGH SCHOOL GIRLS' CLASS INSTRUCTION PROGRAM

School Classification	BAA			BAB			BCA			CBA			CCA			DBA		
	10	20	30	10	20	30	10	20	30	10	20	30	10	20	30	10	20	30
Activities																		
Badminton	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Bowling			x						x			x			x			
Curling			x			x			x									
Diving	x	x	x	x	x	x												
Fencing		x	x						x					x	x			x
Field Hockey	x			x			x						x			x		
Folk Dancing								x								x		
Golf		x	x		x	x		x	x			x			x			x
Gymnastics	x			x			x			x			x			x		
Modern Dance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Outdoor Educ.			x						x			x			x			
Skating	x	x	x	x	x	x				x	x	x						
Social Dance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Swimming (speed)	x	x		x	x					x	x							
Swimming (synchronized)		x	x		x	x					x	x					x	x
Tennis	x	x	x		x	x												
Track & Field	x	x		x	x		x	x		x	x		x	x		x	x	
Volleyball	x			x			x			x			x			x		
Total Number	11	11	12	10	10	9	7	6	8	8	7	8	7	5	7	8	5	6

Junior High School

Table VII indicates the physical education class instruction activities that experts project as essential to a junior high school boys' program.

TABLE VII

JUNIOR HIGH SCHOOL BOYS' CLASS INSTRUCTION PROGRAM

School Classification	ACC			BBC			BCC			BDC			CCB			CCC			CDC			DCC			DDC		
Phys. Education Instr. Level	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
Activities																											
Badminton			x		x	x		x	x		x	x		x		x							x				
Basketball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Cross Country	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Fastball				x	x		x	x		x	x		x	x	x	x	x	x	x	x	x	x			x	x	
Floor Hockey	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ice Hockey				x	x	x																					
Folk Dancing													x	x													
Touch Football	x	x	x		x	x		x	x		x	x		x		x		x		x		x			x		x
Gymnastics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Social Dance			x					x		x		x		x		x		x		x		x			x		x
Soccer	x	x	x	x	x		x	x		x	x		x	x		x	x		x	x		x	x	x	x	x	
Swimming (speed)				x	x	x																					
Track & Field	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Volleyball		x	x		x	x		x	x		x		x	x		x	x		x		x	x			x		x
Weightlifting			x					x									x										
Wrestling	x	x	x		x	x		x	x	x	x		x		x		x		x		x		x			x	
Total Number	8	9	12	9	13	11	7	10	11	8	10	10	8	9	11	7	8	12	7	7	10	7	8	11	7	7	10

Activities which the six female experts suggest as essential for class instructional activities in junior high school girls' physical education class program are indicated in Table VIII.

TABLE VIII
JUNIOR HIGH SCHOOL GIRLS' CLASS INSTRUCTION PROGRAM

School Classification	ACC			BBC			BCC			BDC			CCB			CCC			CDC			DCD			DDC			
Phys. Education Instr. Level	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	
Activities																												
Basketball		x	x	x	x	x		x	x		x		x	x		x	x		x		x	x		x		x		
Field Hockey																x	x											
Folk Dancing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Gymnastics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Modern Dance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Outdoor Educ.	x				x				x				x				x	x	x									
Social Dance				x				x				x				x												
Swimming				x	x	x																						
Track & Field	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Volleyball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Total	6	6	7	8	7	8	6	6	7	6	5	7	6	7	7	5	7	7	6	5	6	5	6	6	5	5	6	

From the above tables one can observe the following:

- A. Male experts indicate that grade nine and ten students should be introduced to many activities.
- B. Women experts advocate fewer activities in all grades indicating that units should be longer.
- C. Women experts minimize team sports in senior high school, basketball being eliminated entirely, and volleyball and field hockey restricted to grade ten. However, coaching and officiating of these activities would probably be included in Physical Education 20 and 30.

D. Team sports should receive the greatest emphasis in junior high school and the senior high school grade ten program.

Activities Presented in Edmonton Public School Physical Education Classes

Senior High School

Table IX, included as Appendix G, indicates the activities that were included in the boys' physical education class instruction program in Edmonton Public Senior High Schools in the school year 1966-67. The percent consistency with activities as advocated by experts is also indicated. 'x' indicates agreement with experts; 'o' indicates expert advocated but not included in school program; '-' indicates that the activity was presented in the school physical education program in addition to the expert projected program.

Table X, Appendix H, indicates the activities that were included in the girls' physical education class instruction program in Edmonton Public Senior High Schools. The same symbols as used in Table IX will indicate agreement with experts, exclusion of expert recommended activity, and additional items to those advocated as essential by the experts.

A comparison of Table IX and X indicates that course content in the girls' program with a percent rating of 86.6 and a scale rating of $3.33 \left[3.00 + (6.6/20) \right]$ out of a possible 4.00 is closer to the program as recommended by the experts than the course content of the boys' program with a percent rating of 76.8 and a scale rating of 2.79 $\left[2.00 + (11.8/15) \right]$. Also of note in Table X is that the experts polled

almost completely ignore folk dance as an activity whereas the physical education teachers in the schools emphasize this activity.

Table XI, Appendix I, indicates the rating of the physical education class instruction program encompassing both boys' and girls' activities in the senior high schools of the Edmonton Public School System.

The numerical rating of 3.10 received by this program would indicate that excellent course content was a feature of the physical education program in the Edmonton Public Secondary Schools in 1966-67. The major program problem is Physical Education 20, with only a 69.7% or 2.32 rating of actual activities presented as compared to those suggested by experts. Physical Education 10 with a 91.7% and 3.59 rating was the best.

Junior High School

Table XII, Appendix J, indicates the physical education activities presented in the boys' physical education program in the twenty-five junior high schools in the Edmonton Public System.

Of note here is the emphasis placed on both social and folk dance for boys in all junior high school grades by the practitioner in the field while the experts do not recommend the usage of these items to any great extent.

Table XIII, Appendix K, indicates the physical education activities presented in the girls' physical education program in twenty-three responding junior high schools in the Edmonton Public School System.

The mean percent rating of course content in the twenty-five boys' junior high school physical education programs is 81.4 with a scale rating of $3.07 \left[3.00 + \left(\frac{1.4}{20} \right) \right]$. Compared to this, the girls' program course content is somewhat weaker with a mean percent rating of 75.7 from twenty-three schools reporting resulting in a 2.71 scale rating $\left[2.00 + \left(\frac{10.7}{15} \right) \right]$. Table XIV, Appendix L, indicates the mean rating of the combined programs within the schools.

From Table XIV it is noted that the course content of the combined junior high school physical education programs does not quite meet the excellent standard of 80% with a mark of 79.5% and a scale rating of 2.97. However, the Edmonton junior high school physical education program can certainly be termed very, very good with regard to the activities presented in the class instruction program.

Figure 1 compares the Edmonton senior and junior high school physical education program by sex and by system. Illustrated in Figure 1 is the fact that the senior high girls' program and the junior high boys' program can be termed "excellent", with the senior high boys' program and junior high girls' being termed "good". The combined senior high school program made the "excellent" standard with the junior high school combined program being termed "good".

Figure 2 compares the individual girls' senior and junior high school physical education classes with regard to course content as actually presented and suggested by the experts.

Figure 3 makes the same comparison for boys' senior and junior high school physical education classes.

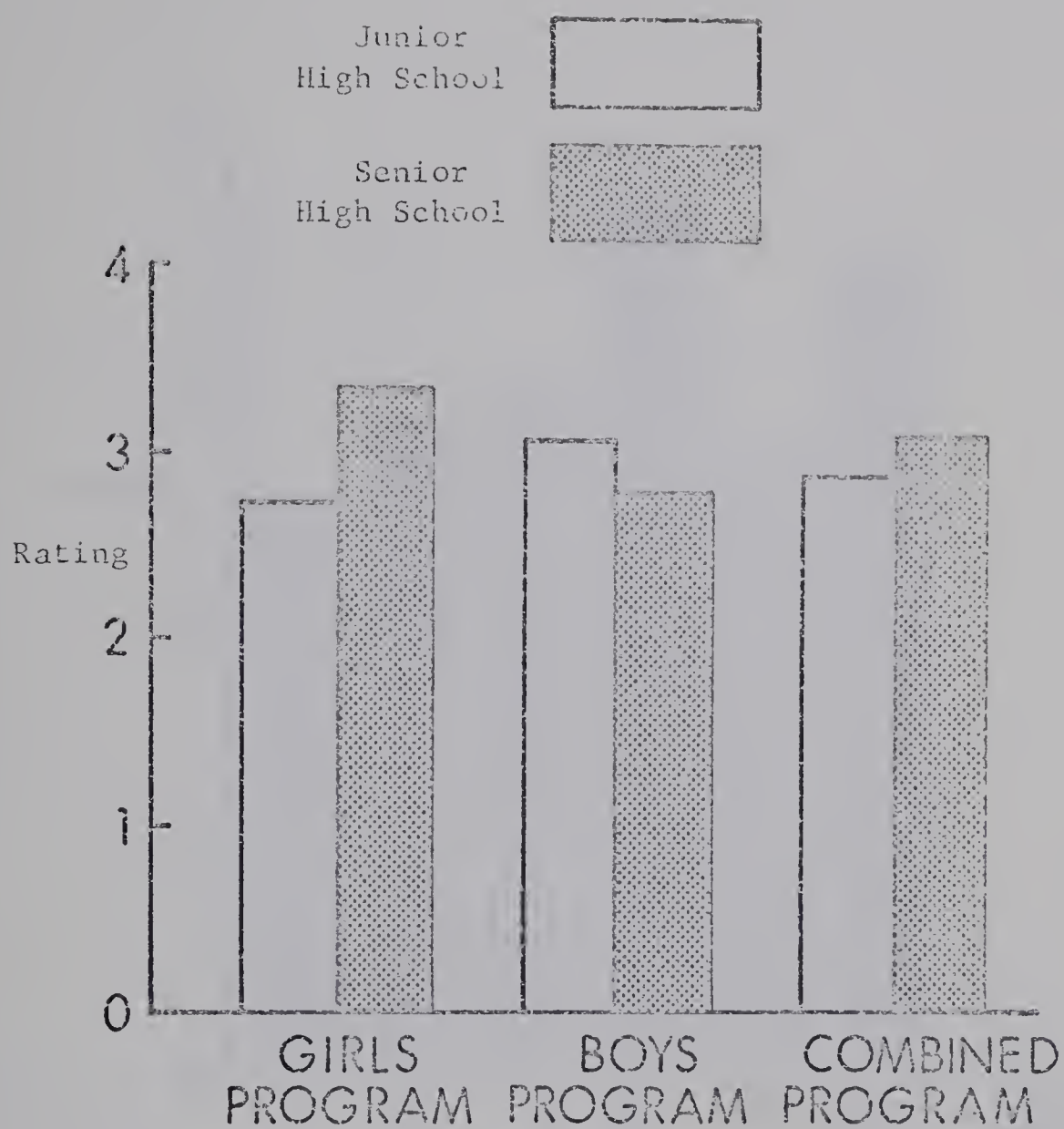


FIGURE 1

COURSE CONTENT. A COMPARISON OF PHYSICAL EDUCATION PROGRAMS IN EDMONTON PUBLIC JUNIOR AND SENIOR HIGH SCHOOLS

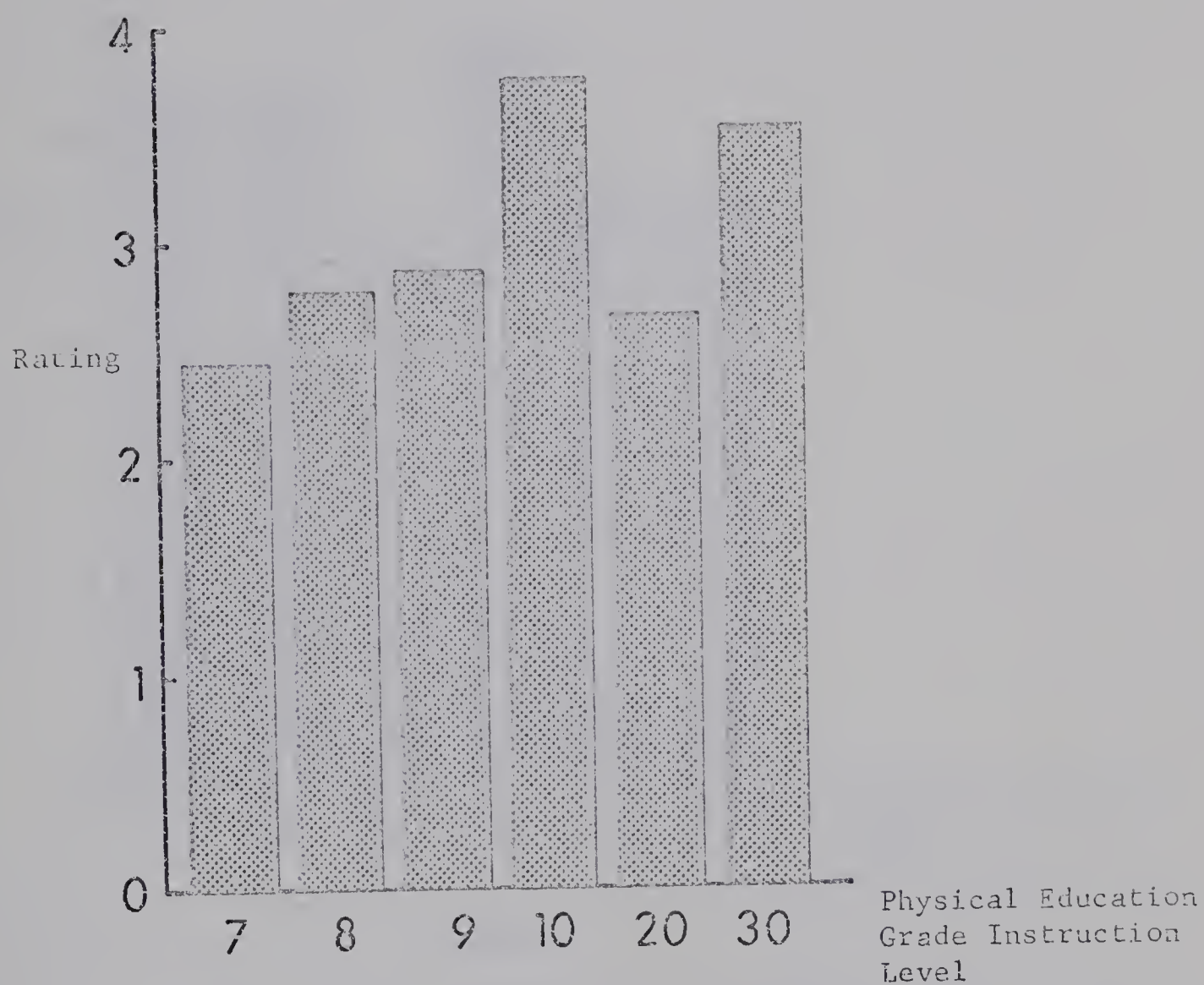


FIGURE 2

COURSE CONTENT. A COMPARISON OF THE GIRLS' PHYSICAL EDUCATION PROGRAMS IN EDMONTON PUBLIC JUNIOR AND SENIOR HIGH SCHOOLS

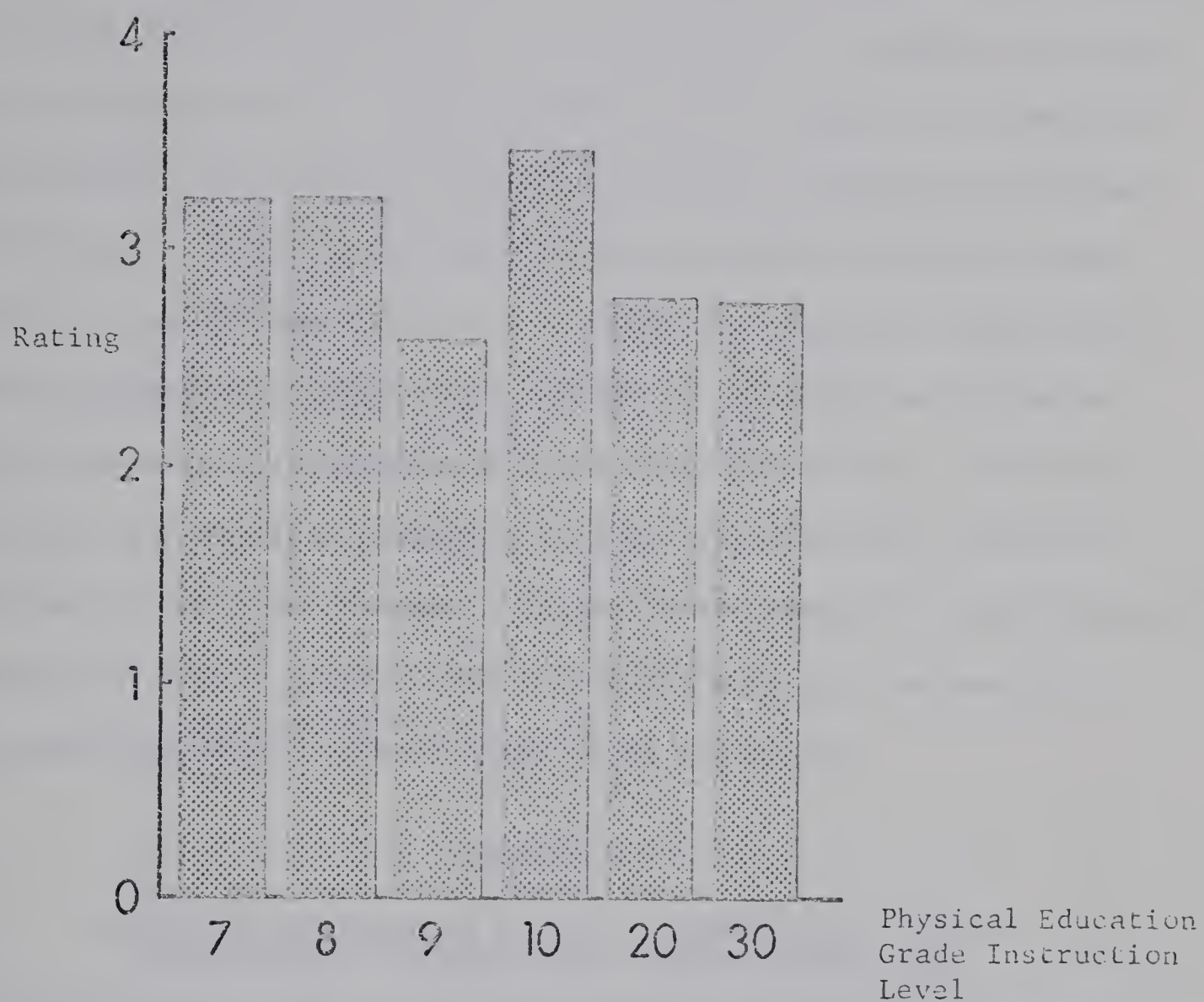


FIGURE 3

COURSE CONTENT. A COMPARISON OF THE BOYS' PHYSICAL EDUCATION PROGRAMS IN EDMONTON PUBLIC JUNIOR AND SENIOR HIGH SCHOOLS

Physical Education Class Instruction Activity Units Presented in
1966-67

Senior High School

A comparison of the mean of the number of instructional activity units that should be included in a year's physical education class program as advocated by the experts polled and the mean of the number of instructional units that are actually presented, indicates that fewer activity units should be presented with a resultant increase in the instruction given each activity. As Table XV indicates, experts and physical education teachers come closest to agreement in the girls' Physical Education 10 program with a difference of 1.33. The mean difference for Physical Education 30 boys of 2.90 is the closest to agreement in the boys' program. Largest disagreement is in the Physical Education 30 girls' program with a difference of 4.13 between the prescribed and actual instructional units presented.

TABLE XV

COMPARISON OF MEANS OF EXPERT PRESCRIBED AND ACTUAL
INSTRUCTIONAL ACTIVITY UNITS PRESENTED PER YEAR

Class Instructional Level	Physical Ed. 10		Physical Ed. 20		Physical Ed. 30		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Actual	15.43	13.00	14.00	13.43	12.67	14.50	13.84
Prescribed	11.66	11.67	10.77	10.40	9.77	10.37	10.77
Difference	3.77	1.33	3.23	3.03	2.90	4.13	3.07

Junior High School

Table XVI indicates that the number of class instructional units, which were actually presented by physical education teachers in the junior high schools, parallel the number of units suggested as maximum by the experts. A difference of .80 in the means for the program units presented to the grade seven girls is the closest to agreement. The difference of 1.95 in the means of the number of expert prescribed activity units and the mean of those actually presented in the grade seven boys' physical education program in twenty-four junior high schools, is the largest disagreement. The disagreement of 1.27 in the means of expert prescribed units as compared to instructional units as actually presented in the junior high schools, is much better than the 3.07 difference in the means of expert prescribed and units actually presented in the senior high schools.

TABLE XVI

COMPARISON OF MEANS OF EXPERT PRESCRIBED AND ACTUAL
INSTRUCTIONAL ACTIVITY UNITS PRESENTED PER YEAR

Class Instructional Level	Phys. Ed. Gr. 7		Phys. Ed. Gr. 8		Phys. Ed. Gr. 9		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Actual	10.83	8.91	10.83	9.23	11.82	9.47	10.18
Prescribed	8.88	8.11	9.82	8.03	10.02	8.52	8.90
Difference	1.95	0.80	1.01	1.20	1.80	0.95	1.27

Activities Actually Included in Physical Education ProgramsSenior High School

Table XVII indicates the athletic activities included in the physical education class instruction programs of the senior high schools and the number of schools presenting the activity at the various grade levels. From the seven senior high schools completing the questionnaire, there is a possibility of thirty-four classes with boys' and girls' Physical Education 10 and 20 being presented in all schools and boys' and girls' Physical Education 30 being presented in three schools. Gymnastics is the only activity that is presented in all thirty-four classes.

Badminton and volleyball were included in the curriculum of the girls' Physical Education 10 and 20 classes in all schools. Basketball, modern dance, and track and field were in all of the girls' Physical Education 20 classes and six of the senior girls' Physical Education 10 classes. Of note as well is that golf was presented in all of the girls' Physical Education 20 classes. It is significant as well that four girls' Physical Education 10 classes included cross country.

Volleyball was included in the boys' Physical Education 10 and 20 curriculum of all seven schools. Basketball, cross country and track and field were presented in all boys' Physical Education 10 classes and six of the seven boys' Physical Education 20 classes. In addition, social dance and soccer were a part of all boys' Physical Education 10 classes and badminton was included in all boys' Physical

TABLE XVII
ACTIVITIES INCLUDED IN PHYSICAL EDUCATION PROGRAMS
BY SENIOR HIGH SCHOOLS

Activities	Boys' Physical Ed.			Girls' Physical Ed.			Total Classes
	10	20	30	10	20	30	
Archery			1		1	1	3
Badminton	5	7	3	7	7	2	31
Basketball	7	6		7	6		26
Bordenball	3	2					5
Bowling		1	1		1	1	4
Cross Country	7	6		4	1		18
Curling			3			2	5
Diving	1	1	3	1	1	1	8
Fastball	2	1		3	1		7
Fencing					1	2	3
Field Hockey				6	7	1	14
Floor Hockey	3	3	1	1	2		10
Folk Dance	3	1		5	5	2	16
Football (Touch)	6	5	1				12
Golf		4	3		7	2	16
Gymnastics	7	7	3	7	7	3	34
Handball (European)	3	5	1	1	2		12
Handball (One Wall)	1						1
Ice Hockey	3	3	2				8
Lacrosse	1	1					2
Modern Dance				7	6	2	15
Outdoor Education			3		1	1	2
Rugger	5	4					9
Skating (Figure)				3	3	2	8
Skating (Pleasure)				2	2		4
Social Dance	7	3		7	4	1	22
Soccer	7	4		1	1		13
Speed Ball	5	3	1	2	1		12
Swimming							
(Synchronized)				1	2	2	5
Swimming (Speed)	3	4	3	3	4	2	19
Table Tennis				1	1		2
Tennis	1	4	3	3	4	1	13
Track & Field	7	6	4	7	6	1	31
Volleyball	7	7	1	7	7		29
Weightlifting	2	2			1		5
Wrestling	6	5	2				13

Education 20 classes. Badminton, curling, diving, golf, outdoor education, swimming, and tennis, in addition to gymnastics, were unanimous choices of the three schools presenting a boys' Physical Education 30 program.

Junior High School

Table XVIII portrays the athletic activities included in the physical education class instruction programs. The number of schools from the twenty-five schools reporting including each activity in their curriculum is indicated. Twenty-five boys' programs, of grades seven and eight, twenty-four boys' grade nine programs, twenty-three girls' grades seven and eight programs, and twenty-two girls' grade nine programs give a possible total of one hundred and forty-two classes with the possibility of having these activities included in a class instruction curriculum. Basketball, track and field, and volleyball were included in all boys' and girls' physical education classes in the junior high schools.

In addition to the aforementioned activities, gymnastics, fastball and soccer were presented quite extensively in the girls' junior high school physical education program. Surprisingly, social dance, folk dance, and modern dance were not included in the girls' junior high school physical education curriculum to any great extent.

Gymnastics, soccer, cross country, fastball, and touch football were included with the greatest frequency in addition to the unanimously included activities listed above in the boys' junior high school physical

TABLE XVIII

ACTIVITIES INCLUDED IN PHYSICAL EDUCATION CLASSES
IN JUNIOR HIGH SCHOOL

Activities	Boys' Physical Ed.			Girls' Physical Ed.			Class Total
	Gr.7	Gr.8	Gr.9	Gr.7	Gr.8	Gr.9	
Badminton	5	5	7	5	5	5	32
Basketball	25	25	24	23	23	22	142
Bordenball	5	5	6	4	4	4	32
Bowling	1	1	1	1	1	1	6
Cross Country	20	19	19	7	8	8	81
Curling	1	1	2	1	1	1	7
Diving			1			1	2
Fastball	20	19	19	18	18	17	111
Field Hockey					1	1	2
Floor Hockey	14	14	15	7	7	7	64
Folk Dancing	9	11	10	11	11	10	62
Football (Touch)	20	22	22				64
Gymnastics	20	21	20	21	21	20	123
Handball (European)	1	1	1	1	1	1	6
Handball (One wall)			1		1	1	3
Ice Hockey	3	4	4				11
Modern Dance	5	5	5	10	10	10	45
Outdoor Educ.	1	1	1	1	1	1	6
Rugger	4	5	5				14
Skating (Figure)				2	3	3	8
Skating (Pleasure)	3	3	3	4	4	4	21
Social Dance	15	15	14	14	14	13	85
Soccer	24	24	24	15	16	15	118
Speedball	5	6	6	3	6	6	32
Swimming							
(Synchronized)				1	1	2	4
Swimming (Pleasure)	2	2	3	1	1	2	11
Table Tennis	1	1	1	1	1	1	6
Track & Field	25	25	24	23	23	22	142
Volleyball	25	25	24	23	23	22	142
Weightlifting	1	1	1				3
Wrestling	15	17	17				49
Others	3	3	3	3	3	3	18

education curriculum. Wrestling, social dance, and floor hockey received moderate recognition as activities worthy of inclusion in the class instruction program. An improbable inclusion in the boys' class instruction program was fifteen classes of modern dance. Perhaps, this was a mistaken interpretation of social dance and was listed in this respect.

Students Enrolled in Physical Education Classes

Senior High School

With Physical Education 10 the only compulsory subject, 4,367 students out of a total population of 10,530 students in the seven senior high schools reporting are enrolled in physical education classes. A minimum of 3,500 of these students are in grade ten. Thus, only 41.42 percent of the student population participate in physical education classes. These figures may be questioned because one school with a student population of 2,200 offering Physical Education 10, 20, and 30, reported only 700 students taking physical education; furthermore, some replies used round numbers. The fact remains, however, that less than half of the students in the Public Senior High Schools in the city of Edmonton are receiving a physical education class instruction program. Physical development in young people is often at its peak in the grade eleven and twelve years. Surely, this is when students should be exposed to a wholesome, physically active, class atmosphere.

Junior High School

All students attending junior high school in the Edmonton Public School System are required to take physical education.

Physical Education Class SizeSenior High School

Department Heads were asked to average the physical education class size in their school including all facets of the program. The mean class size of six senior high schools reporting for boys is 30 students per class. The range was from a top of 50 students per class in a Physical Education 10 class to 22 reportedly enrolled in a Physical Education 30 class.

The mean class size for six senior high schools reporting for girls is 31. The range was from 50 students enrolled in a Physical Education 10 class to an average figure of 24 per class from a specific school.

Junior High School

The mean class size of 25 junior high schools for boys is 30 students per class. The range is from 26 students per class to 34 students per class.

The mean class size of 24 reporting junior high schools for girls is 29 students per class. The range is from a low of 24 students per class to 34 students per class.

III. INTRAMURAL ATHLETIC PROGRAM

Participation in Intramural Athletics by Edmonton Secondary School StudentsSenior High School

The number of students actually participating in intramural athletics in seven of the senior high schools in the Edmonton Public School System is indicated in Table XIX. The percent of the student population of individual schools participating in the intramural program is indicated in brackets. A comparison can be made to the expert established percent participation in Table XIX. Each school is given a comparative rating according to the participation scale as established by the experts. As with all other tables, the top possible numerical score is 4.00. Again letter ratings of A, B, C, and D indicate an excellent, good, fair, or poor program. As indicated by the score of 1.28, the intramural participation in senior high schools can be rated only fair.

Junior High School

The number of students actually participating in nineteen reporting schools is compared to the numbers advocated by experts in Table XX, included as Appendix M. The same rating scale as used in the senior high school intramural athletic program evaluation is used here. Because of the larger number of schools in this system, the table format had to be altered slightly. The junior high school physical education

TABLE XIX
SENIOR HIGH SCHOOL INTRAMURAL ATHLETIC PARTICIPATION

Student Population	1490	1100	790	850	1650	2200	2450	Total 10,530
Actual Partic.	250 (16.7%)	350 (31.8%)	400 (50.6%)	60 (7.0%)	657 (39.7%)	777 (35.3%)	525 (21.8%)	3019 (28.7%)
Expert Prescr. Partic.	Exc. 656(44%) Good 551(37%) Fair 447(30%) Poor 358(24%)	550(50%) 473(43%) 352(32%) 253(23%)	435(55%) 356(45%) 293(37%) 198(25%)	435(51%) 375(44%) 298(35%) 213(25%)	924(56%) 825(50%) 661(40%) 479(29%)	1166(53%) 990(45%) 792(36%) 572(26%)	1373(56%) 1226(50%) 981(40%) 711(29%)	5494(52.1%) 4757(44.9%) 3791(35.7%) 2738(25.9%)
Numerical Rating	0.70	1.98	3.56	0.28	1.97	1.93	0.75	1.28
Letter Rating	D	C	A	D	C	C	D	C

program receives a top rating of 4.00 which can be termed excellent intramural participation. The 5,454 students participating in the program are 65.4% of the total possible student participation of 8,325 students. This is 11.2 percent above the figure of 54.2 percent termed by the experts as excellent participation.

The 5,454 students participating in intramural athletics in junior high schools is 2,435 more students than participate in intramural athletics in the senior high schools. However, there are three times the number of junior high schools presenting intramural athletic programs.

Athletic Activities Included in Intramural Programs

Senior High School

Table XXI indicates the activities included in the intramural athletic programs, the number of schools presenting this activity, and the total student participation in these activities. Basketball is the only activity included in the intramural athletic program for boys in all seven senior high schools. Badminton, basketball and volleyball are included in the girls' intramural athletic programs in all seven senior high schools.

Five of the seven responding Department Heads indicated without qualification that all intramural activities followed the presentation of the activity in physical education classes. The other two schools indicated that generally they did present the activities following the class presentation of the activity.

TABLE XXI

SENIOR HIGH SCHOOL INTRAMURAL ATHLETIC ACTIVITIES

Activity	Number of Schools Presenting Activities For		Student Participation		Total Student Participation
	Boys	Girls	Boys	Girls	
Archery		1		60	60
Badminton	6	7	295	435	730
Basketball	7	7	686	425	1,111
Bowling	1	2	15	35	50
Cross Country	5	1	948	20	968
Curling	3	3	75	50	125
Fastball		2		75	75
Fencing	1	1	10	10	20
Field Hockey		2		140	140
Floor Hockey	2	1	120	60	180
Flag Football	4	1	320	30	350
Gymnastics	2	1	90	30	120
Handball (European)	1		60		60
Handball (One wall)	1		50		50
Ice Hockey	2		125		125
Muk-Luk Events					
(Co-ed)	2	3			240
Soccer	2		124		124
Swimming					
(Synchronized)		1		8	8
Swimming (Speed)		1		47	47
Table Tennis	2	2	50	25	75
Track & Field	4	3	520	255	775
Tennis	1	1	30	25	55
Volleyball	6	7	634	426	1,060
Volleyball (Co-ed)	3	3			370
Weightlifting	2		100		100
Wrestling	3		112		112
<u>Others</u>					
Basketball					
Free-throw (Co-ed)	1	1			30
Basketball Golf	1		50		50
Cycle Drag (Co-ed)	1	1			55
Ice Carnival (Co-ed)	1	1			100
Broom Ball (Co-ed)	1	1			60
Golf	1		50		50
Water Polo	1		30		30

The mean number of intramural activities presented in a senior high school during the school year was 10.9 for male students, and 8.3 for female students. The range for male students was from five intramural activities presented in two schools to eighteen activities in another. The female activities ranged from a low of three in one school to fourteen in another school.

Junior High School

Table XXII indicates the activities included in the intramural athletic programs, the number of schools presenting this activity, and the total student participation in these activities.

None of the activities listed were included unanimously in the programs of the twenty-two reporting schools for both boys and girls. Volleyball was the only activity which was a part of every intramural boys' program.

The team sports of basketball, soccer and volleyball, plus the individual sport of track and field each had greater than two thousand junior high boys as intramural participants. Cross country and floor hockey engaged more than one thousand boys in each of these activities.

The greatest participation by female intramural athletes was in basketball, track and field, and volleyball with between one and two thousand in each activity. Surprisingly, two activities generally associated with only male participants, cross country and soccer, each interested better than five hundred female junior high school students.

Twenty-one of the twenty-five Junior High School Department

TABLE XXII

JUNIOR HIGH SCHOOL INTRAMURAL ATHLETIC ACTIVITIES

Activity	Number of Schools Presenting Activities For		Student Participation		Total Student Participation
	Boys	Girls	Boys	Girls	
Badminton	8	9	327	345	672
Basketball	21	16	2,144	1,138	3,282
Bowling	1	1	20	10	30
Cross Country	13	7	1,199	500	1,699
Curling	1	1	15	48	63
Fastball	8	7	545	335	880
Floor Hockey	11	3	1,015	191	1,206
Football (Touch)	6		380		380
Football (Flag)	12		944		944
Gymnastics	1	1	20	12	32
Muk-Luk Events	3	2	480	215	695
Rugger	1		180		180
Soccer	17	8	2,073	526	2,599
Speedball	2		106		106
Table Tennis	1	1	15	10	25
Track and Field	12	12	2,022	1,995	4,017
Volleyball	22	18	2,364	1,785	4,149
Volleyball (Co-ed)	3	3			160
Wrestling	3		177		177
<u>Others</u>					
Cycle Drag	5	3	452	320	772
Toboggan Race (Co-ed)	1	1			132
Wagon Race (Co-ed)	1	1			144
500 Mile Run	1	1	280	250	530
Dodge Ball (Co-ed)	1	1			200

Heads indicated without qualification, that all intramural athletic activities followed the activity class instruction unit. Two indicated, realistically, that this occurred only where it was applicable. One Department Head stated that usually intramural athletic activities were preceded by class instruction, and one Department Head did not reply.

The mean number of intramural activities presented for boys in junior high school intramural athletic programs, during the school year is 7.32. The range was from fourteen activities in one intramural program to three activities in another program. The mean number of activities presented for female intramural athletes in junior high school is 5.22. The range is from thirteen to one intramural activity.

Administration of the Intramural Athletic Program

Senior High School

The Physical Education Department Head directed the intramural athletic program in three of the seven senior high schools reporting. A physical education staff member was listed as director in the remaining four schools. All Department Heads received assistance from a physical education teacher. Two Department Heads also received assistance from students and one classroom teacher assisted the Department Head in a school.

All four physical education staff member intramural directors had student aid in administration of the program. One of these directors was assisted by a classroom teacher.

Junior High School

The administration of intramural athletics in junior high school is quite evenly divided as to the program director. Thirteen Department Heads or Co-ordinators indicated they directed the intramural program with twelve physical education staff members listed as directors.

Student assistance was available to nine of the Department Head intramural directors. In addition, physical education teachers in five schools assisted the Department Head with the administration of the intramural program. Four Department Heads were aided by classroom teachers and two Department Heads administered the program in its entirety by themselves.

Six of the twelve staff member directors received student assistance with the intramural program. Classroom teachers aided the intramural program directors in four schools where a physical education staff member directed the operation, and one administrator assisted in one school. Four physical education teachers administered the program themselves.

Time Allotment for Intramural Athletics

Senior High School

Table XXIII indicates the length of intramural session per day, the number of times per week intramural athletics take place, and the number of weeks intramural athletic activities are conducted in the seven senior high schools under study.

TABLE XXIII

TIME ALLOTMENT FOR INTRAMURAL ATHLETICS
IN SENIOR HIGH SCHOOLS

School Classification	CCA	BCA	BAB	CCA	BAA	DBA	CBA	TOTALS
Length of Session in Minutes	45	50	50	45	60 & 90	40	45	48.48 mins.
Time of Day Session Presented	Noon	Noon	Noon	Noon	Noon & after school	Noon	Noon	
No. of Meetings Per Week - Boys	2	2	4	5	6	2	4	3.57
No. of Meetings Per Week - Girls	2	2	3	5	6	2	4	3.43
Total Time for Intra- murals Per Week	3 Hrs.	3.33 Hrs.	5.83 Hrs.	7.5 Hrs.	13 Hrs.	2.67 Hrs.	6 Hrs.	5.90 hrs.
No. of Weeks Intramural Activities Presented	34	25	30	20	30	15	20	24.86

Junior High School

Table XXIV, Appendix N, indicates the length of intramural session per day, the number of times per week intramural activities take place, and the number of weeks intramural athletic activities are conducted in the twenty-five junior high schools.

Comparison of the total of time allotted for senior and junior high school intramurals, show that senior high schools very slightly surpass the junior high's in almost every facet of intramural operation. The length of session in senior high school is on the average, 0.68 of

a minute longer per week. Boys intramurals meet on the average, 0.29 times more often each week in senior high schools than in junior high's. Senior high female intramural athletes get an opportunity to meet 0.52 times more per week than their counterparts in junior high schools. Senior high schools on the average keep their intramural season open 0.74 weeks longer than do the junior high schools.

From results presented earlier in the chapter, the only area that junior high schools exceed the senior high schools is in participation by the students. This, of course, is an all-important statistic.

Intramural Athletic Report to Administration

Senior High School

Department Heads were asked to indicate whether a year-end report of intramural activities was given to the school administration. Five of the seven responding senior high schools answered affirmatively. The two remaining schools did not supply such a document to their administrators. This would indicate that some administrators are not overly concerned with this aspect of their school's program.

Junior High School

Thirteen Junior High School Physical Education Department Heads supplied a report on intramural activities to the administration of their specific schools. Eleven junior high schools did not require such a document and one respondee was apparently confused by the question. Perhaps it is unrealistic to expect school administrators to be conver-

sant with every aspect of the educative process presented in their specific school. However, it would seem likely, particularly in the junior high schools with such a vast program, that one should be aware of the extent and success of as demanding and extensive a program as intramural athletics.

Additional Activities to Present Intramural Program

Senior High School

Gymnastics and swimming appear to be the most popular choices of activities to be presented in senior high school girls' intramural athletic programs, in addition to activities already presented. Hockey and gymnastics are the most sought after activities for completion of a well-rounded boys' intramural program. Table XXV indicates the activities intramural directors would like to add to the program and the number of schools wishing to do so.

Junior High School

Badminton, ice hockey, swimming, and wrestling in that order, are the activities intramural directors in junior high schools would most readily add to the boys' intramural athletic program. Most popular additions to the girls' intramural program in junior high schools are badminton, swimming and field hockey. Table XXVI presents a breakdown of activities which would be added to intramural athletic programs in junior high schools were certain limiting factors eliminated. The number of schools wishing to add a specific activity to the intramural program is indicated as well.

TABLE XXV

ADDITIONAL INTRAMURAL ATHLETIC ACTIVITIES
FOR SENIOR HIGH SCHOOL PROGRAMS

Activity	No. of Schools Wishing To Add To Program For Boys	No. of Schools Wishing To Add To Program For Girls
Hockey	3	
Rugger	2	
Soccer	2	
Gymnastics	3	3
Weightlifting	2	
Table Tennis	1	1
Curling	1	
Tennis	2	2
European Handball	1	
Swimming	2	4
Touch Football	1	
Fencing	1	1
Muk-Luk Events	1	
Broom Ball		1
Floor Hockey		1
Figure Skating		1
Archery	1	1

TABLE XXVI

ADDITIONAL ACTIVITIES IN JUNIOR HIGH SCHOOL PROGRAMS

Activity	No. of Schools Wishing To Add To Program For Boys	No. of Schools Wishing To Add To Program For Girls
Football	2	
Soccer		1
Basketball		1
Fastball		3
Wrestling	5	
Badminton	11	7
One-Wall Handball	2	
Ice Hockey	8	
Tennis	3	3
Field Hockey	1	4
Bordenball		1
Archery		1
Speed Skating	2	2
Swimming	7	5
Bowling	2	2
Golf	1	1
Table Tennis	3	2
Squash	1	1
Dancing	1	1
Curling	3	3
Water Polo	1	
Broom Ball	1	2
Boxing	1	
European Handball		1
Floor Hockey	2	
Soccer	1	1
Gymnastics	1	2
Muk-Luk Events	1	
Lacrosse	1	
Tug-O-War	1	
Rugger	1	

Reasons for Exclusion of Activities

Senior High School

The following reasons were given by the number of schools as indicated for the exclusion of athletic activities from the intramural program.

- A. Lack of facilities 4
- B. Lack of equipment 1
- C. Lack of intramural continuity 1
- D. Lack of interest 1
- E. Lack of use of gym at prime time of day 1
- F. Activity not included in class instruction program 1
- G. Inadequate organization and planning 1

Junior High School

Reasons given for the exclusion of an activity from the intramural program in junior high schools are listed below with an indication of the number of schools experiencing these problems.

- A. Lack of facilities 15
- B. Lack of time 10
- C. Lack of equipment 7
- D. Lack of assistance 4
- E. Distance to associated facilities 2
- F. Poor student participation 1
- G. Lack of administrative backing 1

H. First year out teaching 1

I. Annual change in women's staff 1

J. Poor qualifications of women's staff 1

III. INTERSCHOLASTIC ATHLETICS

Student Participation in Interscholastic Athletic Programs

Senior High School

Table XXVII indicates the number of students in each school who partake of the competitive enjoyment of interscholastic athletics. This is compared to the percent and numbers who should be participating in the program to obtain a rating of excellent, good, fair, or poor as established by the experts polled.

The 14.26 percent participation with a numerical rating of 1.71 for the total participation would be considered only fair by the scale as established by the experts polled. Of the responding schools, only one had excellent participation, two were good, three fair, and two poor. As illustrated, the smaller schools with only good or fair facilities had the best percentage of students participating in interscholastic athletics. This is an indication that the large schools with the excellent facilities are not or are unable to use the facilities to the maximum and thus present as extensive a program as they should.

Only two of the seven responding schools appeared to keep interscholastic athletic participation records. The other five approximated the number of student athletes participating from league records.

TABLE XXVII

STUDENT PARTICIPATION IN INTERSCHOLASTIC ATHLETICS IN SENIOR HIGH SCHOOLS

School Classification	B A A	B A B	C C A	C B A	B C A	C C A	D B A	TOTAL
Student Population	2,450	1,650	1,490	2,200	850	790	1,100	10,530
Part- icipation	Students 250	237	350	190	140	139	210	1,516
	Percent 10.02	14.36	23.49	8.64	16.47	17.59	19.09	14.39
Expert Opinion	Excellent 637(26)	429(26)	313(21)	528(24)	187(22)	245(31)	319(29)	2732(26)
	Good 563(23)	380(23)	268(18)	418(19)	136(16)	198(25)	253(23)	2217(21)
	Fair 441(18)	297(18)	224(15)	330(15)	119(14)	151(19)	176(16)	1686(16)
	Poor 270(11)	182(11)	119(8)	198(9)	77(9)	111(14)	121(11)	1052(10)
Numerical Rating	0.93	1.48	4.00	.96	3.08	1.70	2.44	1.73
Letter Rating	D	C	A	D	A	C	B	C

Junior High School

The percent participation in interscholastic athletics by students in twenty-two junior high schools of the Edmonton Public School System are indicated in Table XXVIII, included as Appendix O. A comparison to the standards for participation as established by experts is made in the same manner as the evaluation of the senior high school program.

With 20.91 percent of the students in the twenty-two junior high schools representing a numerical rating of 3.19, the program can be termed excellent in comparison with the standards as established by the experts.

It is unrealistic that junior high schools with much poorer facilities should rate higher than the senior high schools. Further investigation showed that fewer activities were presented per capita in the senior high schools.

Nine of the twenty-two junior high schools indicated that their count of different student interscholastic athletic participants was taken from athletic card record files. The remaining thirteen schools estimated from league game and meet records.

Student Participation in Specific Athletic Activities

Senior High School

All of the seven responding senior high schools presented interscholastic varsity and junior varsity basketball and track and field,

plus complete badminton programs for both male and female students. In addition, all seven schools competed interscholastically in girls volleyball with full representation in both competitive levels. Table XXIX indicates the number of students participating in specific activities by sex and in total.

With only seven of the nine schools reporting, an exact participation percentage figure is not possible. However, a projected participation figure is given if all nine schools participated in each activity. A comparison of the actual and the possible participation figures indicate that much should be done to bring these participation figures up to the maximum.

Junior High School

Of the twenty-five responding schools, boys basketball and junior track were the closest to unanimous activity items with twenty-four schools including these activities in their interscholastic athletic program. Twenty-three schools participated in boys volleyball. Girls interscholastic activities which proved most popular, were basketball in twenty-one schools and volleyball in twenty.

An analysis of participation in interscholastic athletics with total participation for each activity and participation by sexes in the twenty-five responding schools is illustrated in Table XXX. In addition, the average number of participants per school is presented with a projected possible maximal participation in forty-one junior high schools that could present a program in each activity.

TABLE XXIX

STUDENT PARTICIPATION AND PROJECTED POSSIBLE PARTICIPATION IN SPECIFIC SPORTS
PRESENTED BY SENIOR HIGH SCHOOLS

Activity	No. of Schools				Actual Student Participation		Mean Student Participation Per School		Projected Participation All Nine High Schools Presenting the Activity	
	Boys	Girls	Boys	Girls	Total	Boys	Girls	Boys	Girls	Total
Badminton	7	7	59	59	118	8.43	8.43	76	76	152
Basketball (Jr.)	7	7	88	74	162	12.57	10.57	113	95	208
Basketball (Sr.)	7	7	91	76	167	13.00	10.86	117	98	215
	Total Basketball				329			Total Basketball		423
Bowling	1	1	10	10	20	10.00	10.00	90	90	180
Cross Country	3		41		41	13.67		123		123
Curling	4	2	35	28	63	8.75	14.00	79	126	205
Diving	2	2	6	6	12	3.00	3.00	27	27	54
Football (Sr.)	6		222		222	37.00		333		333
Football (Jr.)	6		210		210	35.00		315		315
	Total Football				432			Total Football		648
Gymnastics	3	5	30	43	73	10.00	8.60	90	77	167
Soccer (Sr.)	6		92		92	15.33		138		138
Soccer (Jr.)	4		61		61	15.25		137		137
	Total Soccer				153			Total Soccer		275
Swimming	6	5	46	28	74	7.67	5.60	69	51	120
Track (Jr.)	7	7	125	124	249	17.86	17.71	161	159	320
Track (Int.)	7		113		113	16.14		145		145
Track (Sr.)	7	7	96	102	198	13.71	14.57	123	131	254
	Total Track				560			Total Track		719
Volleyball (Sr.)	6	7	65	74	139	10.83	10.57	97	95	192
Volleyball (Jr.)	6	7	65	73	138	10.83	10.43	97	94	191
	Total Volleyball				277			Total Volleyball		383
Weightlifting	2		42		42	21.00		189		189
Wrestling	4		86		86	21.50		193		193

TABLE XXX

STUDENT PARTICIPATION AND PROJECTED POSSIBLE PARTICIPATION IN SPECIFIC SPORTS
PRESENTED BY JUNIOR HIGH SCHOOLS

Activity	No. of Schools			Actual Student Participation		Mean Student Participation Per School		Projected Participation with Forty-One Junior High Schools Presenting the Activity	
	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls
Basketball (Sr.)	24	21	45	304	280	12.67	13.33	519	547
Basketball (Jr.)	11	4	15	208	45	18.91	11.25	775	461
		Total	Total	Total	Total			Total Possible	Total
Cross Country	13		13	249		19.15		785	785
Curling	3		3	32		10.67		437	437
Fastball	14	1	15	196	12	14.00	12.00	574	492
Soccer (Sr.)	21		21	331		15.76		645	645
Soccer (Jr.)	1		1	14		14.00		574	574
		Total	Total	Total	Total			Total Possible	Total
Track (Jr.)	24	19	43	451	338	18.79	17.79	870	729
Track (Int.)	22	8	30	401	149	18.23	18.63	747	764
Track (Sr.)	22	19	41	381	303	17.32	15.95	710	654
		Total	Total	Total	Total			Total Possible	Total
Volleyball (Sr.)	23	20	43	239	243	10.39	12.15	426	498
Volleyball (Jr.)	4	4	8	70	47	17.50	11.75	718	482
		Total	Total	Total	Total			Total Possible	Total
Wrestling	7		7	106		15.14			621

Interscholastic Athletic Season Preceeded by the Presentation of the Specific Sport Intramurally

Senior High School

The seven responding senior high schools indicated the following regarding this evaluative technique of a good program.

In some sports	5
Yes	1
No	1

Junior High School

The twenty-five junior high schools utilized this effective technique as follows:

In some sports	12
Yes	12
No	1

As indicated above, this technique of co-ordinating inter-scholastic and intramural athletic programs is utilized much more readily in the junior high school athletic program. As indicated by the experts this is as the situation should be. An excellent observation by an expert pertinent to this point suggested that with presentation of an activity in class program and intramurally in junior high school, it is not as essential to precede the formation of an inter-scholastic team by intramural competition in a specific sport in the senior high school setting. However, in many activities, this is an

essential motivating technique at both levels of the secondary school program.

The Amount of Time Spent in Actual Practice for Each Activity on a Weekly Basis

Senior High School

As indicated by Table XXXI, during the track and field season, this activity receives the greatest amount of practice time for both boys and girls, over any other activity. With a weekly average of 8.30 hours of practice per school, this activity exceeds all others.

The boys' activity receiving the most practice time per week is junior football with an average of 6.97 hours per school and senior football with 6.82 hours.

The girls' activity receiving a great amount of practice during a week is junior girls' basketball and volleyball with weekly averages of 4.26 and 4.03 practice hours.

The range from a high of 8.30 hours for track and field is to a low of 2.00 hours on a weekly average allocated to diving practice.

In comparing the four athletic activities of volleyball, basketball, gymnastics and swimming, it is found that on a weekly average there is very little difference in the amount of practice time allocated for boys' and girls' activities. On the average, the boys are slightly higher with a weekly total of 3.96 hours or 3 hours and 54 minutes per activity. The girls' weekly average for these four activities of 3.79 hours or 3 hours and 47 minutes compares favorably.

TABLE XXXI

AN ANALYSIS OF THE NUMBER OF PRACTICES AND MINUTES ALLOCATED
PER WEEK FOR INTERSCHOLASTIC ATHLETICS IN EDMONTON PUBLIC SENIOR HIGH SCHOOL

Activity	No. of Schools Allocat- ing Practice Time	Average Number of Practices Per Week				Average Length of Practice Session in Minutes				Average No. of Minutes Per Activity Per Week				TOTAL TIME PER WEEK
		Before School	At Noon	After School	Before School	At Noon	After School	Before School	At Noon	After School	Before School	At Noon	After School	
Badminton	7		0.86	1.14			48.00	90.83		41.28	103.55			2.41 Hrs.
Basketball (Sr. Boys)	7	1.00	0.67	1.86			45.00	89.23		45.00	27.64	165.96		3.98 Hrs.
Basketball (Jr. Boys)	7	0.29	0.29	2.29			47.50	89.38		13.78	13.05	204.68		3.86 Hrs.
Basketball (Sr. Girls)	7		.29	2.29			45.00	90.62			13.05	207.52		3.68 Hrs.
Basketball (Jr. Girls)	7	0.29	0.29	2.43			45.00	96.22		8.70	13.05	233.80		4.26 Hrs.
Cross Country	2		3.50				53.57			187.50				3.13 Hrs.
Curling	1			3.00				110.00			330.00			5.50 Hrs.
Diving	1		2.00				60.00			120.00				2.00 Hrs.
Football (Sr.)	6	0.17	1.16	3.83			51.43	90.00		5.10	59.66	344.70		6.82 Hrs.
Football (Jr.)	6		1.67	3.67			52.50	90.00			87.68	330.30		6.97 Hrs.
Gymnastics (Girls)	5	0.20	2.20	1.00			45.00	85.00		9.00	96.11	85.00		3.17 Hrs.
Gymnastics (Boys)	3	0.33	2.67	1.00			46.25	90.00		14.85	123.49	90.00		3.81 Hrs.
Swimming (Boys)	6	0.17	0.67	1.67			54.25	91.00		10.20	36.35	151.97		3.31 Hrs.
Swimming (Girls)	5	0.20	0.80	1.80			56.25	91.11		12.00	45.00	164.00		3.68 Hrs.
Track & Field	6	0.50	3.33	3.50			46.50	90.95		25.00	154.85	318.33		8.30 Hrs.
Volleyball (Sr. Boys)	6	1.00	1.17	1.83			49.29	84.55		45.00	57.67	154.73		4.29 Hrs.
Volleyball (Jr. Boys)	6	1.00	1.33	1.83			46.25	89.09		45.00	62.17	163.03		4.50 Hrs.
Volleyball (Sr. Girls)	7	0.43	0.57	2.14			48.75	89.33		15.76	27.79	191.17		3.91 Hrs.
Volleyball (Jr. Girls)	7	0.57	0.57	2.14			48.75	89.33		22.80	27.79	191.17		4.03 Hrs.
Weightlifting	2		3.00	0.50			47.50	90.00			142.50	45.00		3.13 Hrs.
Wrestling	4		1.50	2.50			45.00	84.00			67.50	210.00		4.63 Hrs.

Junior High School

As with practice time allocated to athletic activities in the senior high schools, the outdoor activities such as track and field, soccer, and fastball commanded the greatest amount of practice time on the average per week. The reason is quite obvious in that facilities in these activities do not pose a problem.

As indicated in Table XXXII, the range of average practice hours per week is from 8.15 hours for track and field to 3.28 hours per week allocated to junior boys' basketball teams by the six schools who indicated that time was made available for practice of this activity.

A comparison of the major sports of basketball and volleyball with regard to the average amount of time allocated per week for boys and girls indicates that the boys again receive slightly more practice time. The boys' teams in these sports average 4.29 hours or 4 hours and 17 minutes as compared to 4.13 hours or 4 hours and 9 minutes for the girls' teams. However, this amount of 8 minutes per week on the average is negligible and indicates that very little emphasis is given to the interscholastic athletics of one sex over another.

The Effect of Practice Time on League Standing in Specified Athletic Activities

An analysis of three major senior high school athletic activities, namely senior boys' basketball, senior girls' volleyball, and senior boys' football with regard to the amount of time spent in practice per week and final league standing, indicates that this parameter does not effect the

TABLE XXXII

AN ANALYSIS OF THE NUMBER OF PRACTICES AND MINUTES ALLOCATED
PER WEEK FOR INTERSCHOLASTIC ATHLETICS IN EDMONTON PUBLIC JUNIOR HIGH SCHOOL

Activity	No. of Schools Allocat- ing Practice Time	Average Number of Practices Per Week				Average Length of Practice Session in Minutes				Average No. of Minutes Per Activity Per Week				TOTAL TIME PER WEEK
		Before School	At Noon	After School		Before School	At Noon	After School		Before School	At Noon	After School		
		School	School	School		School	School	School		School	School	School		
Basketball (Sr. Boys)	24	1.83	0.75	2.71		33.75	35.00	79.77		61.76	26.25	216.18		5.07 Hrs.
Basketball (Jr. Boys)	6	1.67	0.33	1.17		31.00	30.00	115.71		51.77	9.90	135.38		3.28 Hrs.
Basketball (Sr. Girls)	21	1.09	1.05	2.05		30.87	34.59	82.91		33.65	36.32	169.97		4.00 Hrs.
Basketball (Jr. Girls)	6	1.67	.67	2.00		26.50	22.50	82.50		43.26	17.10	165.00		3.76 Hrs.
Cross Country	7	1.86	1.00	3.00		38.46	25.71	68.57		71.54	25.71	205.71		5.03 Hrs.
Fastball	12	2.42	1.58	2.33		32.93	33.95	87.32		76.69	53.64	203.46		5.61 Hrs.
Track & Field	20	1.50	3.30	4.05		33.83	33.39	80.99		50.75	110.19	328.01		8.15 Hrs.
Volleyball (Sr. Boys)	21	1.09	0.87	2.61		37.17	36.25	80.75		40.52	31.54	210.76		4.71 Hrs.
Volleyball (Jr. Boys)	5	1.60	0.40	2.40		26.25	30.00	80.00		42.00	12.00	192.00		4.10 Hrs.
Volleyball (Sr. Girls)	15	0.80	1.33	2.73		27.50	35.00	81.46		22.00	46.55	222.39		4.85 Hrs.
Volleyball (Jr. Girls)	6	2.17	.67	1.83		27.31	22.50	87.27		59.26	15.08	159.70		3.90 Hrs.
Wrestling	8	0.63	1.75	3.00		35.00	31.79	79.17		22.05	55.63	237.51		5.25 Hrs.
Soccer	5	1.00	1.00	3.60		40.00	36.00	73.33		40.00	36.00	263.99		5.67 Hrs.

final league standing of teams as one might expect. As indicated in Table XXXIII, teams that practiced to a greater extent each week finished consistently lower in the standings than teams which did not practice as much. The exception here is football. The city champions of the school year 1966-67 practiced more than the majority of teams. However, the team which finished lowest in the table practiced equally as much per week as did the champions. There are many variables here that cannot be accounted for such as efficiency during practice, number of coaches, calibre of players, etc.

Interscholastic Athletic Program Directors

Senior High School

The interscholastic athletic programs in the seven responding senior high schools are directed as follows:

The Physical Education Department Head	5
A Physical Education Teacher	1
No one in particular	1

Junior High School

Interscholastic athletics in the twenty-five junior high schools show that direction is given as follows:

The Physical Education Department Head (solely)	6
The Physical Education Department Head (with help)	6
A Physical Education Teacher (solely)	10
A Physical Education Teacher (with help)	1
No one in particular	2

TABLE XXXIII

ANALYSIS OF PRACTICE TIME ALLOTTED AND RESULTANT
LEAGUE FINAL STANDING

A. Senior Boys' Basketball		
<u>School Population</u>	<u>Practice Minutes Per Week</u>	<u>Final League Standing</u>
2,450 students	225	1st
1,100 students	150	2nd
850 students	180	7th
2,200 students	195	8th
1,490 students	225	9th
1,650 students	315	10th
790 students	305	11th
B. Senior Girls' Volleyball		
950 students	180	1st in div.
2,200 students	150	2nd in div.
790 students	205	3rd in div.
2,450 students	330	3rd in div.
1,650 students	315	4th in div.
1,100 students	240	5th in div.
C. Senior Football		
2,450 students	450	1st city champ
1,100 students	390	1st in conf.
1,650 students	360	2nd in conf.
2,200 students	390	3rd in conf.
1,490 students	360	3rd in conf.
850 students	450	4th in conf.

Activity Groups Associated with Athletics

Senior High School

Physical Educators maintain that worthwhile experiences from a program of interschool athletics can be gained by those who do not take part in the actual competition. Activity groups associated with athletic teams such as band, cheerleaders, etc. also experience many situations they would not normally face if an interscholastic athletic program did not exist. The survey of seven senior high schools and their groups associated with the total number of participants is indicated in Table XXXIV.

TABLE XXXIV

ANALYSIS OF STUDENT PARTICIPATION IN ACTIVITIES
ASSOCIATED WITH INTERSCHOLASTIC ATHLETICS
IN SENIOR HIGH SCHOOLS

Student Participation In:					
Population	Band	Cheerleaders	Booster Club	Managers	School Total
790	50	22	20	4	76
1,100		10	25	10	45
1,650	40	20		16	76
2,200		15	25	10	50
1,490		12		5	17
850		10	30	2	42
2,450	8	8	10	10	36
Total	78	97	110	57	342

Should one add these figures to the number of athletes actually participating in interscholastic athletics, the participation figures would be consistently good or excellent as compared to those advocated by the experts polled. This can be justified as representing the total athletic program. Realigned participation figures are indicated in Table XXXV.

As indicated, the total participation rating as compared to the expert opinion established criteria is 2.69. This rating would establish the athletic participation in the senior high schools of the Edmonton Public School Board as good.

Junior High School

The establishment of groups associated with the athletic program in the junior high schools is not as consistent as it is in the senior high schools. Those junior high schools that did have associated groups are indicated in Table XXXVI.

The additional 288 students participating in interscholastic athletics via associated groups does not appreciably alter the total participation rating of excellent already achieved by the junior high schools of the Edmonton Public School Board.

Annual Interscholastic Athletic Report

Senior High School

Three Physical Education Department Heads of the seven senior high schools replying submitted a report on interscholastic athletics

TABLE XXXV

COMPARISON OF TOTAL PARTICIPATION IN INTERSCHOLASTIC ATHLETICS
IN THE EDMONTON PUBLIC SENIOR HIGH SCHOOLS AND FIGURES ADVOCATED BY EXPERTS

School Population	Student Athletic Participi- pation	Student Associated Group Participi- pation	Total Student Participi- pation	Percent of Total Participi- pation by Student Body	Athletic Participi- pation Numerical Rating	Total Participi- pation Numerical Rating	Athletic Participi- pation Letter Rating	Total Participi- pation Letter Rating
2,450	250	36	286	11.67	0.93	1.07	D	C
2,200	190	50	240	10.91	.96	1.15	D	C
1,650	237	76	313	18.97	1.48	2.32	C	B
1,490	350	17	367	24.09	4.00	4.00	A	A
1,100	210	45	255	23.18	2.44	3.03	B	A
850	140	42	182	21.41	3.08	3.93	A	A
790	139	76	215	27.22	1.70	3.36	C	A
TOTAL:								
10,530	1,516	342	1,858	17.64	1.73	2.69	C	B

TABLE XXXVI

ANALYSIS OF STUDENT PARTICIPATION IN GROUPS
ASSOCIATED WITH INTERSCHOLASTIC ATHLETICS
IN EDMONTON PUBLIC JUNIOR HIGH SCHOOLS

School Population	Band	Student Participation In:			School Total
		Cheerleaders	Booster Club	Managers	
180		8			8
558				5	5
289	80	12	25		117
904		18		3	21
152				2	2
120		6			6
759		15	10	6	31
535				3	3
715		20		5	25
322		8		2	10
665		12			12
475				7	7
355				5	5
838				10	10
733		10		6	16
530		10			10
Total	80	119	35	54	288

to the administration. The four Physical Education Department Heads that did not submit a report on this topic stated that the administration did not request such a document.

Junior High School

With twenty-four of the twenty-five junior high schools completing this aspect of the questionnaire, it was found that the Department Head in only six of these schools submitted an annual report on interscholastic athletics. The administration in the remaining eighteen junior high schools did not require such a document.

Suggested Additions to the Interscholastic Athletic Program

Senior High School

The seven schools polled indicated a desire to incorporate the following activities into the interscholastic athletic program being presented in the respective schools. The activities and number of schools wishing to add these activities are listed below.

Swimming	3
Gymnastics	2
Wrestling	1
Weightlifting	1
European Handball	1
Synchronized Swimming	1
Diving	1
Field Hockey	1

Golf 1

None 3

The aforementioned activities are not included in the inter-scholastic athletic programs at present, due to the following reasons. The number of Department Heads stating these reasons is also indicated.

Limited facilities 3

Limited staff 1

Insufficient organization 1

No league for competition 1

Two of the three Department Heads who advocated that there be no additions to the present program of senior high school inter-scholastic athletics qualified their decision with the following statements:

This question is not that simple because of staffing and accommodation.

Under present administrative arrangements, we have too many activities.

Junior High School

With the limited program of interscholastic athletics offered in the Edmonton Public Junior High Schools during the 1966-67 school year, suggested additions were many and varied. The activities and the number of schools suggesting their addition are listed below.

Ice Hockey 6

Fastball 5

Badminton 4

Floor Hockey	4
Gymnastics	4
Swimming	3
Field Hockey	2
Golf	2
Rugger	2
Speed Ball	2
Touch or Flag Football	2
Wrestling	2
Broomball	1
Curling	1
Girls' Skating	1
Grade Eight Leagues	1
Lacrosse	1
Soccer	1
Some Fall Activity for Girls	1
Tackle Football	1
Tennis	1
No Comment	6
Definitely No Increase	3

The reasons for the exclusion of these activities as indicated by respondees from the junior high schools involved are as follows:

Limited facilities	8
No league for competition	4
Present seasons too long thus pressed for time	4

Limited equipment	3
The administration	2
Limited finances	2
Limited staff	2

A sage comment from a Department Head who gave an emphatic 'no' to additional interscholastic athletic activities in junior high schools reads as follows:

I don't feel there exists a need for further interscholastic competition, but would entertain informal dual and triad competition in several activities.

IV. A COMPARISON OF THE PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM, INTRAMURAL ATHLETIC PROGRAM, AND INTERSCHOLASTIC ATHLETIC PROGRAM

Senior High School

In Table XXXVII, a comparison is made between the ratings attained in the three aspects of a physical education program in the senior high schools of the Edmonton Public Secondary School System. The class instruction program is rated regarding course content. Intramural and interscholastic athletics are rated on the scale as established for student participation by the experts polled.

The indication is given that the class instruction program is excellent, the total participation by the student body in interscholastic athletics good, and student participation in intramural athletics only fair.

Thus, it may be reasoned that the area that should be presented, with the greatest amount of care and effort, the physical education

TABLE XXXVII

COMPARISON OF THE PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM,
THE INTRAMURAL ATHLETIC PROGRAM, AND THE INTERSCHOLASTIC ATHLETIC PROGRAM
IN EDMONTON PUBLIC SENIOR HIGH SCHOOLS

School Classi- fication	Class Instruction Program Rating	Intramural Athletic Program Rating	Interscholastic Athletic Pro- gram Rating	Mean Total Program Rating	Letter Rating
BAA	3.21	0.75	1.07	1.68	ADC
CBA	3.56	1.93	1.15	2.21	ACC
BAB	3.13	1.97	2.32	2.47	ACB
CCA	3.17	0.70	4.00	2.62	ADA
DBA	2.57	1.98	3.03	2.53	BCA
BCA	2.95	0.28	3.93	2.39	BDA
CCA	2.85	3.56	3.36	3.26	BAA
Mean Totals	3.15	1.28	2.69	2.45	ACB

class instruction program, is receiving its due consideration. However, the area of the total physical education program that should be receiving the next amount of concentrated effort in presentation, the intramural athletic program is lagging far behind. One could reason that intramural athletics are being slighted to concentrate on the presentation of activities for the gifted few.

Junior High School

Table XXXVIII compares the three aspects of a physical education program in the junior high schools of the Edmonton Public School System.

Only nineteen of the twenty-five returned questionnaires had supplied information for all three aspects of a schools physical education program. The letter comparison rating of BAA indicates that the class instruction program is the weakest aspect of the total physical education program presented in the Edmonton Public Junior High Schools.

V. PREPARATION TIME AND THE EFFECT ON ASPECTS OF A PHYSICAL EDUCATION PROGRAM

Weekly Preparation Time Available During the 9:00 A.M. to 3:30 P.M.
School Day

Senior High School

The numerical rating of 2.41 resulting in a letter rating of 'B' indicates that the amount of time available for preparation during the school day to physical education teachers in the senior high schools of the Edmonton Public School System is good. None of the schools rated excellent and none poor. This is shown in Table XXXIX.

TABLE XXXVIII

COMPARISON OF THE PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM,
THE INTRAMURAL ATHLETIC PROGRAM, AND THE INTERSCHOLASTIC ATHLETIC PROGRAM
IN EDMONTON PUBLIC JUNIOR HIGH SCHOOLS

School Classi- fication	Class Instruction Program Rating	Intramural Athletic Program Rating	Interscholastic Athletic Pro- gram Rating	Mean Total Program Rating	Letter Rating
CCB	2.62	3.94	0.97	2.51	BAD
DDC	2.67	4.00	4.00	3.56	BAA
CDC	2.05	4.00	4.00	3.35	BAA
CDC	2.90	4.00	1.92	2.94	BAC
DDC	2.11	4.00	4.00	3.34	BAA
CDC	2.07	4.00	3.70	3.29	BAA
CDC	3.40	4.00	4.00	3.80	AAA
CCD	2.93	4.00	4.00	3.64	BAA
CCC	3.49	4.00	3.94	3.81	AAA
CCC	3.63	4.00	1.31	2.98	AAC
BCC	3.43	3.42	2.20	3.02	AAB
CCC	3.77	3.75	4.00	3.84	AAA
BCC	3.03	4.00	1.12	2.72	AAC
BCC	2.90	4.00	4.00	3.63	BAA
BCC	3.70	3.62	0.79	2.70	AAD
BBC	2.93	1.49	3.68	2.57	BCA
ACD	2.90	4.00	4.00	3.63	BAA
BBC	2.53	1.49	1.79	1.94	BCC
BDC	2.13	3.91	3.55	3.20	BAA
Mean Totals	2.88	3.67	3.00	3.18	BAA

TABLE XXXIX

AN ANALYSIS OF PREPARATION TIME AVAILABLE PER WEEK TO THE EDMONTON PUBLIC
SENIOR HIGH SCHOOL PHYSICAL EDUCATION STAFF DURING THE
9:00 A.M. TO 3:30 P.M. SCHOOL DAY

School Classification	Physical Education Staff		Staff Preparation Hours Per Week		Preparation Hours Total Staff		Total Staff Work Load in Hours		Percent Prep. Time		Numerical Rating		Letter Rating	
	Male	Female	Male	Female	Male	Female								
CCA	2	2	8	9	17		72.50		23.64		2.89		B	
BCA	2	2	4	6.50	10.50		91.50		11.48		1.84		C	
CCA	3	2	19	9	28		121.00		23.14		2.85		B	
BAB	3	3	17.50	11.50	29		160.50		18.07		2.45		B	
DBA	3	2	9	7.0	16		128.00		12.50		2.00		B	
CBA	4	2	11.17	3.50	14.67		133.50		10.09		1.61		C	
BAA	4	3	25.50	15.50	41.00		178.50		23.54		2.88		B	
TOTALS	21	16	94.17	62.00	156.17		885.50		17.64		2.41		B	
Mean Per School	3.00	2.29	13.45	8.86	22.31		126.50							
Mean Per Teacher	-	-	4.48	3.88	4.11		23.29		-		-		-	

The twenty-one male teachers receive on the average, 4.28 preparation hours per week. The sixteen female teachers receive slightly less on the average, with 3.88 preparation hours per week.

Junior High School

Twenty of the twenty-five usable Form A's from the junior high schools had complete physical education staff Form B's. Table XL indicates the situation with regard to preparation periods in each of the twenty schools. The overall rating of 1.59 and the letter rating 'C' indicates that the amount of preparation time available to these people can be termed only fair.

The mean amount of preparation time available to male physical education teachers in junior high school is only 2.59 hours per week. Female junior high physical education teachers receive on the average, 2.34 hours of preparation time per week. This is much below the senior high school totals.

The Effect of Preparation Time on the Physical Education Class Program

The good rating of preparation time available could possibly have aided in the 3.15 or excellent rating received by the senior high schools in the physical education class instruction program. Compared to the 1.59 or fair rating of preparation time available during the school week to junior high school physical education teachers, and the good rating of their class instruction program, it would indicate that there is a cause and effect relationship here. To further investigate,

TABLE XL

AN ANALYSIS OF PREPARATION TIME AVAILABLE PER WEEK TO THE EDMONTON PUBLIC
JUNIOR HIGH SCHOOL PHYSICAL EDUCATION TEACHERS DURING THE
9:00 A.M. TO 3:30 P.M. SCHOOL DAY

School Classification	Physical Education Staff		Weekly Preparation Hours		Total Weekly Staff Work Load in Hours		Percent Preparation Time of Work Load		Numerical Rating		Letter Rating
	Male	Female	Male	Female	Male	Female	Total	Hours	Preparation	Work Load	
CDC	1	1	3.50	2	5.50			49.50	11.11	1.78	C
DCC	1	1	1.50	1.50	3.00			43.50	6.89	1.10	C
DDC	1	1	2.00	1.50	3.50			52.00	6.73	1.08	C
CDC	2	1	2.50	2.00	4.50			74.00	6.08	0.97	D
CCC	1	1	2.25	1.50	3.75			53.75	6.98	1.12	C
BCC	1	1	2.00	0.25	2.25			51.75	4.35	0.69	D
CCB	1	2	3.50	6.50	10.00			73.50	13.61	2.09	B
CCC	1	1	3.00	3.00	6.00			51.50	11.65	1.86	C
CCC	1	1	3.00	3.00	6.00			53.00	11.32	1.81	C
ACC	1	1	3.00	5.00	8.00			50.00	16.00	2.28	B
BCC	2	2	3.00	6.00	9.00			100.00	9.00	1.44	C
CDC	1	-	3.00	-	3.00			25.00	12.00	1.92	C
CDC	1	-	3.00	-	3.00			27.00	11.11	1.78	C
CCC	1	1	2.00	2.00	4.00			54.00	7.41	1.18	C
BCC	2	2	1.00	6.00	17.00			100.00	17.00	2.36	B
CCC	2	1.5	4.00	2.50	6.50			90.50	7.16	1.14	C
BBC	3	1	11.00	3.50	14.50			100.00	14.50	2.16	B
BDC	1.5	2	3.50	5.00	8.50			87.50	9.71	1.55	C
ACD	1	1	1.50	2.00	3.50			50.00	7.00	1.12	C
CCD	1	1	0.50	6.50	1.00			49.00	2.04	0.32	D
Totals	26.5	22.5	68.75	53.75	122.50			1,235.50	9.91	1.59	C
Mean Per School	1.33	1.12	3.44	2.69	6.13			61.78	-	-	-
Mean Per Teacher	-	-	2.59	2.34	4.93			25.21			

Table XLI compares the numerical rating of the preparation time available per week and the rating of the physical education class instruction program.

TABLE XLI

AN ANALYSIS OF THE EFFECT OF PREPARATION TIME
ON PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAMS
IN EDMONTON PUBLIC SENIOR HIGH SCHOOLS

School Classi- fication	School Population	Physical Education Class Instruction Program Rating	Preparation Time Ratings	Differential
BAA	2,450	3.21	2.88	0.33
BAB	1,650	3.13	2.45	0.68
BCA	850	2.95	1.84	1.11
CBA	2,200	3.56	1.61	1.95
CCA	1,490	3.17	2.85	0.32
CCA	790	2.85	2.89	0.04
DBA	1,100	2.57	2.00	0.57

Table XLI does not indicate any significant trend to a correlation between a quality physical education class instruction program and adequate preparation time. However, a differential of less than 1.00 would indicate a possible relationship. Referring back to Table XXXVII it might be noted that the senior high school with classification BCA and class instruction program rating of 2.95 has the highest rating, 3.93, in interscholastic athletics. This would indicate that the amount of preparation time that is available is being utilized for preparation of interscholastic athletic teams. As a result, intramural

athletics, with a rating of 0.28, and the class instruction program suffer.

The senior high school with the highest class instruction program rating of 3.56, received only fair ratings for both the intramural and interscholastic athletic programs. The indication here is that the preparation time available to this physical education staff, the smallest amount of any senior high school, is being concentrated on the class instruction program to the detriment of the other two aspects of a total physical education program.

Referring again to Table XXXVII, a further analysis of preparation time and the total program rating can be made. This comparison shows, with two exceptions a marked descending rank order correlation. These figures correlate as follows:

<u>School Classification</u>	<u>Program Rating</u>	<u>Preparation Time Rating</u>
CCA	3.26	2.89
CCA	2.62	2.85
DBA	2.53	2.00
BAB	2.47	2.45
BCA	2.39	1.84
CBA	2.21	1.61
BAA	1.68	2.88

This would indicate that inadequate preparation time is being given to physical education staffs in the senior high schools to conduct a total physical education program.

As the senior high school physical education program is much more extensive, a similar comparison of junior high schools would surely indicate similar results. However, since the amounts of preparation time given to Edmonton Public Junior High School Physical Education Teachers is minimal and varies little, a meaningful comparison would be difficult.

Number of Hours Spent Planning, Marking, and Administering the Physical Education Class Instruction Program

Female Physical Education Teachers

Twenty-one female physical education teachers in nine Edmonton Public Senior High Schools range from zero to fourteen hours of preparation per week. The mean number of hours preparation for class instruction per female teacher is 7.40. With an average of 3.88 hours available to these teachers during school hours per week, they must do 3.52 hours of preparation on their own free time.

Thirty-seven full-time and one half-time female physical education teachers in junior high schools range from five to twenty-five hours of preparation per week. The mean number of preparation hours for class instruction per female physical education teacher in junior high school is 9.65. The mean number of hours per week for preparation in the school day for these teachers is 2.34. Therefore, on the average, 7.31 hours of preparation per week must be done by these teachers outside of the school day hours.

Male Physical Education Teachers

Twenty-four senior high school male physical education teachers range from four to sixteen hours of preparation for class instruction during a week. The mean number of hours per teacher in preparation per week is 8.50. With an average of 4.48 hours available in a week during school hours, the male physical education teacher in senior high school is left to use 4.02 hours per week of his free time for classroom preparation.

Thirty-three full-time and one half-time teacher range from five to twenty-two and one-half hours of preparation for class instruction per week. The mean number of hours of preparation per male junior high school physical education teacher is 9.39. With an average of 2.59 hours available to these teachers for preparation during the school days, they must prepare, on the average, 6.80 hours per week outside the 9:00 a.m. to 3:30 p.m. school day.

Planning and Administration of the Intramural Athletic Program

Senior High School

Table XLII gives a breakdown of the number of hours spent in the planning and administering of the intramural athletic program in the senior high schools of the Edmonton Public School System. The relationship of the amount of preparation time to the rating of the intramural program is also indicated.

There does not appear to be any relationship between the amount of time applied to planning and administration and the intramural pro-

gram rating. Neither do school facilities or school population appear to be related to ratio of planning to intramural program rating.

Efficiency of organization, which is not measurable, must play an important part in the production of an excellent rating for intramural athletics.

TABLE XLII

AN ANALYSIS OF THE HOURS PER WEEK APPLIED TO PLANNING AND
ADMINISTRATION OF INTRAMURAL ATHLETICS IN THE
EDMONTON PUBLIC SENIOR HIGH SCHOOLS

School Classi- fication	School Population	Planning & Administrative Hours Per Week			Intramural Program Rating	Planning Ratio Rating
		Male	Female	Total		
BAA	2,450	12	10	22.0	.75	.034
CBA	2,200	9	10.5	19.5	1.93	.099
DBA	1,100	4	7	11.0	1.98	.180
BAB	1,650	7	4	11.0	1.97	.179
CCA	1,490	7	9.5	16.5	0.70	.042
BCA	850	7	7	14.0	0.28	.020
CCA	790	6	2.5	8.5	3.56	.419
Mean Totals		7.43	7.21	7.32	1.28	.175

It is assumed a similar analysis of the relationship of planning and administrative hours to the intramural program for the junior high schools would not produce a consistent pattern as was the case in the Edmonton Public Senior High Schools.

Required Duties Outside the Physical Education Program

Senior High School

Additional administrative duties outside the physical education program assigned to physical education teachers are indicated below. The number of teachers having these duties from the seven responding senior high schools is also indicated, plus the average number of weeks duty required in the school year.

<u>Activity</u>	<u>Number of Teachers Assigned</u>	<u>Average No. of Weeks Required Per Teacher</u>
Standing Committees	19	14.68
Noon Hall Supervision	8	1.50
Lunch Room Supervision	5	1.20
Home Room with Register	3	All Year
Home Room Only	2	All Year
Department Heads	7	All Year
Locker Room Supervision	1	All Year
Supervising Evening Activities	2	10.5
Athletic Equipment Manager	1	All Year
Booster Club Director	1	All Year

Of the forty-four senior high school teachers responding, only 31 or 70.45% had some extra-curricular duties, the majority of these teachers, nineteen in all, were on standing committees which had a range of numbers of required weeks from two to all year.

It appears that the senior high school physical education

teachers are not overly taxed with duties outside of their department.

Junior High School

A total of seventy-two junior high school physical education teachers indicated that they were assigned duties outside the physical education and academic instruction program as listed below.

<u>Activity</u>	<u>Number of Teachers Assigned</u>	<u>Average No. of Weeks Required Per Teacher</u>
Home Room and Register	54	All Year
Noon Hour Hall Supervision	35	21.64
Standing Committees	25	19.24
Lunch Room Supervision	23	13.98
Department Head	12	All Year
Morning Supervision	5	20.67
Gym and Outdoor	3	All Year
Extra-Curricular Activities Co-ordinator	2	25.00
Detention Room	1	3.00
Students Union Advisor	1	32.00
A.T.A. Representative	1	All Year

As indicated, the junior high school physical education teachers have many more administrative duties added to their teaching assignments. Keeping in mind that the average amount of preparatory time available to junior high physical education teachers per week is much lower than that allotted their counterparts in the senior high schools, their workload in total is much higher. The most honourous task is that of the home

room and register. Unless the system is computerized, there is a tremendous amount of work associated with the keeping of a daily classroom register.

Total Workload Per Teacher

Table XLIII compares the total average workload outside the classroom gymnasium of the Edmonton Public School Physical Education Teachers in Junior and Senior High Schools. The total workload is based on involvement in intramural athletics, coaching interscholastic athletic teams, and assigned administrative duties outside the physical education class instruction.

In all areas the total workload of the physical education teacher in junior high school exceeds the workload of the senior high school physical education teacher.

Compensation for Extra Duties

Senior High School

Eleven of the forty-four senior high school teachers responding stated that they did not receive any compensation for the duties they carried out outside the physical education program. The remaining thirty-three teachers indicated in the following numbers that they received the following concessions for extra work.

No Register	22
Reduced Supervision Load	17
Reduced Teaching Load	12

TABLE XLIII

A COMPARISON OF THE TOTAL WORKLOAD OF PHYSICAL EDUCATION TEACHERS
IN THE JUNIOR AND SENIOR HIGH SCHOOLS

Instruction Level	Number of Teachers	Fraction Involved With Intramural Athletics	Average Number of Interscholastic Teams Coached Per Year	Average Number of Administrative Duties Assigned Outside of Phys. Ed.	Total Score
Senior High School (Female)	21	.81	3.14	1.00	4.95
Senior High School (Male)	23	.74	3.48	1.26	5.48
Senior High School (Total)	44	.78	3.31	1.13	5.22
Junior High School (Female)	37	.92	3.84	2.35	7.11
Junior High School (Male)	37	.97	3.97	2.05	6.99
Junior High School (Total)	74	.95	3.91	2.20	7.06

All Department Heads receive increased salary for their additional duties.

Junior High School

Forty-seven of seventy-four responding junior high school physical education teachers indicated they received no compensation for extra duties performed. Fourteen indicated they received a reduced supervision load, seven did not have a register, and six received a reduction in the teaching load. There was no increase in salary for any of the teachers for extra duties assigned.

Subjects Taught in Addition to Physical Education

Senior High School

Physical education teachers in the senior high schools taught the following subjects in the numbers listed below. With eighteen teachers being responsible to teach only physical education, the remaining eighteen were assigned as follows:

Mathematics	6
Science	5
Social Studies	4
English	3
Guidance	3
Biology	2
French	2
Sociology	2

Chemistry 1

Psychology 1

Junior High School

Fifty-seven of seventy-four junior high school teachers taught health in addition to physical education. Other assigned subjects were taught by the following number of teachers.

Guidance 27

English 21

Social Studies 19

Science 15

Mathematics 11

Art 3

Drama 3

Counselling 2

Music 2

Remedial Reading 2

French 1

Library Supervision 1

Vocational Education 1

VI. PROFESSIONAL PREPARATION AND ITS EFFECT ON THE PHYSICAL EDUCATION PROGRAM

Qualifications of Teachers

Senior High School

Table XLIV indicates the status of professional preparation obtained by physical education teachers in the seven Edmonton Public Senior High Schools responding. With the top numerical rating being 4.00, the total rating of 3.19 indicates that senior high school physical education teachers are well prepared. As indicated, the male staff qualifications are significantly higher than the female professional preparation qualifications.

Junior High School

Table XLV indicates the status of professional preparation in twenty Edmonton Public Junior High Schools. The male physical education staff rates second only to the professional preparation of the senior high school male physical education class. The female physical education staff, whose class instruction program rated the lowest, possessed the least amount of physical education professional preparation with the majority not possessing a Bachelor's Degree.

Influence of Professional Preparation on the Class Instruction Program

In the analysis of the class instruction program with regard to course content it was established that the poorest presentation occurred

TABLE XLIV
STATUS OF PROFESSIONAL PREPARATION
IN EDMONTON PUBLIC SENIOR HIGH SCHOOLS

School Classi- fication	Male Prep. Numerical Rating	Female Pro- fessional Prep. Numerical Rating	Combined Pro- fessional Prep. Numerical Rating	Letter Rating
CCA	4.00	3.50	3.75	A
BCA	2.50	3.00	2.75	B
CCA	4.00	4.00	4.00	A
BAB	3.00	3.33	3.17	A
DBA	4.00	1.50	2.75	B
BAA	4.00	3.33	3.67	A
CBA	2.50	2.00	2.25	B
Mean Totals	3.43	2.95	3.19	A

in the physical education program for junior high school girls.

Corresponding to this is the fact that the professional preparation standard of the female physical education staff in the Edmonton Public Junior High Schools is the lowest and can be termed only fair.

However, the female physical education teachers in the Edmonton Public Senior High Schools placed third in the ratings of professional qualifications, yet in comparison to the course content as prescribed by experts, they presented the best physical education class program. The professional preparation standard of the male physical education teachers in senior high school rated first, but the course content of

TABLE XLV

STATUS OF PROFESSIONAL PREPARATION
IN EDMONTON PUBLIC JUNIOR HIGH SCHOOLS

School Classi- fication	Male Pro- fessional Prep. Numerical Rating	Female Pro- fessional Prep. Numerical Rating	Combined Pro- fessional Prep. Numerical Rating	Letter Rating
CDC	3.00	3.00	3.00	A
DCC	4.00	2.00	3.00	A
DDC	2.00	1.00	1.50	C
CDC	3.00	1.00	2.00	B
CCC	4.00	1.00	2.50	B
BCC	3.00	3.00	3.00	A
CCB	4.00	1.00	2.50	B
CCC	4.00	4.00	4.00	A
CCC	4.00	1.00	2.50	B
ACC	4.00	1.00	2.50	B
BCC	2.50	1.00	1.75	C
CDC	4.00	1.00	2.50	B
CDC	3.00	3.00	3.00	A
CCC	4.00	1.00	2.50	B
BCC	3.50	1.00	2.25	B
CCC	3.50	4.00	3.75	A
BBC	3.00	1.00	2.00	B
BDC	3.50	1.00	2.25	B
ACD	1.00	1.00	1.00	C
CCD	4.00	1.00	2.50	B
Mean Totals	3.35	1.65	2.50	B

the physical education program they presented rated third behind the senior high women and junior high school men.

The rating of excellent in both professional preparation and physical education course content in senior high school and good for these parameters in junior high school indicate that professional preparation indeed, does effect the class instruction program presented.

Influence of Professional Preparation on the Total Physical Education Program

The professional preparation rating of 3.19 and a total program rating of 2.69 for the senior high school physical education staff and program compared to the comparable figures of 2.50 for professional preparation and 3.18 for total program rating in junior high school, indicates that the effect of professional preparation does not correlate with the complete program rating. However, factors such as the extremely high intramural participation rating in junior high school makes this comparison rather meaningless. The quantity of the junior high school program does not necessarily indicate quality.

VII. PROMOTION AND MOTIVATION IN THE INTRAMURAL AND INTERSCHOLASTIC ATHLETIC PROGRAM

Senior High School

The seven responding Department Heads answered the eleven questions posed as follows:

1. Are bulletin boards used to promote the intramural and interscholastic program?

Intramural: Extensively (3) Occasionally (3)
Very Little (1)

Interscholastic: Extensively (2) Occasionally (3)
Very Little (2)

2. Are photographs taken of champions in:
 - Intramural: Extensively (2) No (4)
 - Interscholastic: Extensively (3) Occasionally (2)
Very Little (1) No (1)
3. Is publicity provided in school newspapers or annuals for:
 - Intramural: Extensively (2) Occasionally (4)
Very Little (1)
 - Interscholastic: Extensively (2) Occasionally (4)
Very Little (1)
4. Are classroom announcements used to publicize the program in:
 - Intramural: Extensively (3) Occasionally (3) No (1)
 - Interscholastic: Extensively (2) Occasionally (4) No (1)
5. Is the public address system used to publicize the program in:
 - Intramural: Extensively (5) Very Little (1) No (1)
 - Interscholastic: Extensively (5) Occasionally (1)
Very Little (1)
6. Are intramural and interscholastic athletic activities publicized in physical education classes?
 - Intramural: Extensively (4) Occasionally (2)
 - Interscholastic: Extensively (4) Occasionally (2)
7. Are schedules distributed to participating teams in:
 - Intramural: Extensively (4) Occasionally (1)
Very Little (1) No (1)
 - Interscholastic: Extensively (4) Occasionally (2)
Very Little (1)
8. Are individual awards provided in:
 - Intramural: Occasionally (4) Very Little (2) No (1)
 - Interscholastic: Extensively (1) Occasionally (4) No (2)

9. If the answer to #8 is yes (in at least one area) complete the following indicating the type of award given:

	<u>Intramural</u>	<u>Interscholastic</u>
Ribbons	(4)	(2)
Medals	(0)	(2)
Certificates	(1)	(2)
Plaques	(1)	(3)
Cups	(3)	(4)
Pictures	(0)	(1)

10. Are group or team awards provided in:

Intramural: Yes (4) No (3)

Interscholastic: Yes (3) No (4)

11. If the above awards are provided, please indicate in what form.

	<u>Intramural</u>	<u>Interscholastic</u>
Permanently retained trophy	(1)	(1)
Rotating Trophies	(4)	(3)
Plaques	(1)	(1)
Pennants	(1)	(1)
Certificates	(1)	(1)

Junior High School

The twenty-five junior high schools utilized the facilities for promotion and motivation as indicated in their responses to the questions posed.

1. Are bulletin boards used to promote the intramural and interscholastic program?

Intramural: Extensively (17) Occasionally (8)
Very Little (1)

Interscholastic: Extensively (8) Occasionally (8)
Very Little (6)

2. Are photographs taken of champions in:
- Intramural: Occasionally (5) Very Little (5) No (14)
- Interscholastic: Extensively (8) Occasionally (5)
Very Little (2) No (9)
3. Is publicity provided in school newspapers or annuals for:
- Intramural: Extensively (6) Occasionally (8)
Very Little (4) No (5)
- Interscholastic: Extensively (10) Occasionally (7)
Very Little (3) No (4)
4. Are classroom announcements used to publicize the program in:
- Intramural: Extensively (14) Occasionally (4)
Very Little (5) No (2)
- Interscholastic: Extensively (13) Occasionally (6)
Very Little (2) No (4)
5. Is the public address system used to publicize the program in:
- Intramural: Extensively (15) Occasionally (6) No (1)
- Interscholastic: Extensively (15) Occasionally (5) No (2)
6. Are intramural and interscholastic athletic activities publicized in physical education classes?
- Intramural: Extensively (7) Occasionally (9)
- Interscholastic: Extensively (11) Occasionally (12)
Very Little (1)
7. Are schedules distributed to participating teams in:
- Intramurals: Extensively (13) Occasionally (5)
Very Little (2) No (5)
- Interscholastic: Extensively (11) Occasionally (6)
Very Little (4) No (3)
8. Are individual awards provided in:
- Intramural: Extensively (11) Occasionally (4)
Very Little (6) No (4)

Interscholastic: Extensively (8) Occasionally (9)
 Very Little (4) No (5)

9. If the answer to #8 is yes (in at least one area) complete the following indicating the type of award given:

	<u>Intramural</u>	<u>Interscholastic</u>
Ribbons	(5)	(8)
Medals	(1)	(4)
Certificates	(4)	(7)
Plaques	(5)	(6)
Cups	(7)	(7)
Crests	(12)	(7)

10. Are group or team awards provided in:

Intramural: Yes (17) No (5)

Interscholastic: Yes (14) No (10)

11. If the above awards are provided, please indicate in what form.

	<u>Intramural</u>	<u>Interscholastic</u>
Permanently retained trophy	(2)	(1)
Rotating Trophies	(10)	(7)
Plaques	(4)	(1)
Certificates	(5)	(3)
Crests	(8)	(5)
Pictures	(0)	(1)
Letters	(0)	(1)
Medals	(0)	(1)

VIII. STRONGEST AND WEAKEST PART OF THE PHYSICAL EDUCATION PROGRAM

The Strengths

Senior High School

Aspects of a physical education program deemed by Department
 Heads in senior high schools as the strongest in their total program

are those listed below. Number of Department Heads listing each item is also indicated.

Physical Education Class Instruction Program	3
Girls' Class Instruction Program	1
Interscholastic Athletics	1
Co-ordination of Total Physical Education Program	1
Physical Education 20 and 30 Leadership Program	1
Lengthy Noon Hour	1

Two Department Heads made the following qualifying statements which may be of interest.

An attempt was made to compete in all interscholastic activities, thus, providing opportunities for a greater number of students to participate in activities in which they may excel.

Class instruction, followed by the intramural program, followed by interscholastic activities was also attempted.

Our strength is a diversity of activities, but still maintaining a strong program of learning. Units are broken down and limited in length. The co-ordination of activities throughout the high school years is another part of this. Repetition is kept to a minimum with increased skill produced.

Junior High School

The twenty-five responding junior high schools in the numbers indicated list the following as the strength of their physical education program.

The Intramural Athletic Program	9
The Class Instruction Program	4
The Interschool Athletic Program	4
Backing of the School Administration	3

Co-operation of Non-Physical Education Staff	2
Individual Activities	2
Availability of Facilities	1
Facilities	1
Physical Education Staff	1
Student Assistance in the Athletic Program	1
Total Student Participation in Intramural and Interscholastic Athletics	1
Variety of Activities in Program	1

Four statements which may stimulate some thought on the part of physical educators are as follows:

There is a strong interest in athletics in this area, but lack of facilities breaks down the program. The students in this district are very receptive to instruction in the physical education program. The Principal at the school backs physical education and athletics in general one hundred percent.

The house system and its feeding of interscholastics is the strongest aspect of our program.

We ran a fairly limited intramural program, but were fortunate to have some very capable referees. During physical education classes we usually managed to keep all the students active. These two points have to rate high.

Our strongest aspect is the physical education class periods plus intramurals. The teaching period is the base for the entire school program; if this is weak, the whole program suffers in proportion.

The Weaknesses

Senior High School

Department Heads in the Edmonton Public Senior High Schools listed the following as the weakest aspects of their physical education program.

Intramural Athletics	2
Class Instruction Program	1
Coaching Load	1
Facilities	1
Interscholastic Athletic Program	1
Outdoor Activities	1
Students' Defeatist Attitude	1

Qualifying statements that Department Heads added to the listings above are as follows:

One aspect is the mental attitude of the students towards competition. It is a defeatist attitude which cannot be broken. They are satisfied to being second best because they honestly feel second best. This affects all aspects of the program. Intramurals were stopped because once a team lost a game, all the remaining games were defaulted. In its place, athletic clubs have been organized. These clubs function with students coming out when they are free to come out. They have been successful in overcoming part of this attitude.

The weakest part of the program is the lack of facilities. Two gymnasiums and four football fields, but not auxiliary stations. The area development site is eight blocks away and inaccessible for our school's use.

Houseleague. Not really weak or worse but all students are available for one hour and we can only accommodate a very few.

Units of instruction could be longer. Coaching load on physical education instructors is quite heavy, resulting in less energy being devoted to class instruction.

Rather than making reference to program directly, we should look at the underlying philosophy and/or objectives.

Under the present administrative set-up, we are attempting to do too much - required, intramural and interscholastic. Under such a load, some area of the program must suffer. Currently it is my opinion that the required program suffers. Perhaps not so much from the standpoint of content as in the area of continued improvement.

Junior High School

Weaknesses in the Edmonton Public Junior High School physical education program were many and varied as indicated below. They are:

Inadequate Facilities	10
Class Instruction Program	4
Interscholastic Athletic Program	3
Intramural Athletic Program	3
Lack of Co-operation from Non-Physical Education Staff ..	2
Lack of Staff Involvement in Athletic Program	2
Awards System	1
Lack of Communication with Central Office Physical Education Staff	1
Disregard for Individual Sports	1
Lack of Equipment	1
Inability to Control Students	1
Lack of Publicity	1
Mixed Ability Classes	1
Short Class Periods	1
Lack of Student Motivation	1

Qualifying statements are as follows:

The weakest part of the program was the service program especially during the winter months with from twenty-eight to thirty students in an extremely inadequate gymnasium.

The almost total disregard of individual sports and the severe cramping of our operations due to inadequate facilities.

The level of fatigue which overwhelms the physical education man who is responsible solely for coaching and training interscholastic teams, organizing houseleague competitions, ensuring a high level of student officiating, and then attempting to maintain a very high level of instruction.

The inability to get control over all the students in the class. All the classes seem to have two or three students who will tear the place apart when you are not looking. Lack of good facilities causes a partial lack of interest in physical education. e.g. We have two large pillars in our gym which are constantly in the way.

IX. REASONS TEACHERS LEAVE THE PHYSICAL EDUCATION FIELD

As teaching conditions differ in many ways in junior high schools as compared to senior high schools, it was felt to be unadvisable to group the responses of all teachers in one category. In both systems, the item with the lowest average score for the number of teachers indicating the item as a reason will be considered the major reason. Rank order of importance will then be established.

Senior High School

Senior high school physical education ranked the seven reasons for leaving the physical education field in the following order:

<u>Item</u>	<u>No. of Teachers Listing Item</u>	<u>Mean Total Score</u>
Heavy Workload	35	1.46
Exhaustive Physical Demands	27	2.11
Lack of Recognition for Work Done	25	2.48
Diversified Teaching Schedule	22	2.77
Limited Possibilities for Advancement	29	2.83
Lack of Prestige	22	2.91
Realization that Physical Education is No Longer Meaningful	21	3.14

Several responding teachers listed other items they considered responsible for the termination on the teachers' part of their association with physical education. They are:

1. After hours duties around the school.
2. Administration of physical education, e.g. too many meetings.
3. Lack of monetary recognition for work done.
4. Lack of compensation for coaching time.
5. Lack of curriculum continuity.
6. Lack of leadership at supervisory level.
7. Lack of realistic attitude to job of physical educator.
8. No continuity of professional development.
9. Lack of facilities.

Three responding senior high school physical educators stated the following with regard to the teachers exodus from teaching physical education.

Most teachers are in charge of a student body for an average of five to six hours per day. Physical education instructors usually are faced with nine hours of student supervision per day. This I feel is the tiring element because of the length of responsibility time involved. An overload of lengthy meetings does not help matters either.

Since women tend to leave teaching completely rather than to teach elsewhere in the curriculum, I have numbered reasons as I feel they apply to men. As for women, I feel that they leave teaching for marriage, children and the accompanying social pressure to stay home.

Last year in my previous district (Calif.) I received additional salary for outside work, and I am doing twice what I did then. Too much is expected of the physical education staff in outside work, especially if there are only one or two teachers. In my case, I am carrying a full physical education load.

Junior High School

Junior high school physical education teachers considered the following order as the reasons physical education teachers leave teaching in this area.

<u>Item</u>	<u>No. of Teachers Listing</u>	<u>Mean Total Score</u>
Heavy Workload	64	1.25
Exhaustive Physical Demand	46	2.37
Diversified Teaching Schedule	53	2.57
Lack of Recognition for Work Done	43	2.60
Limited Possibilities for Advancement	36	2.83
Lack of Prestige	32	3.12
Realization That Physical Education is no Longer Meaningful	29	3.38

In addition, teachers gave the following reasons in the following numbers:

1. Long hours	7
2. Lack of facilities	6
3. Apathy of school and central office administration	5
4. Marriage	5
5. Lack of assistance	4
6. Teachers not qualified	4
7. Frustration	2
8. Unpaid overtime	2

9. Discipline problems 1
10. Loss of noon hour 1

Choices were qualified and additional reasons given with the following statements:

The frustrations of only being able to do a partial job due to lack of facilities and funds.

No training (This is because I just don't like physical education. I was just put into it.)

Many women, especially with a family, no longer have time for all the extra time involved. With no money allowance for all the "overtime" put in, they prefer a shorter day. This is especially true if the women have to pay a babysitter for the longer day. If you teach physical education, you are expected to put in extra time with no pay.

Inability to change the existing physical education set-up in our schools. This is either due to facilities or administration. (Central office or the school administration)

Teachers must try to sell physical education themselves, and not cry about its lack of prestige. This is all their own doing.

Lack of equipment and storage space for it. Students do not receive adequate physical education to have a good program. Hence, some pupils feel it is not necessary to pass physical education. Therefore, they become discipline problems.

If the periods in the day are short (37-1/2 min.) the pupils spend a good portion of the time changing. This leaves little time for actual instruction.

Timetabling of physical education classes has a lot to do with it. If the classes are spread out in the day, the physical education teacher finds herself running back and forth from academic classes to physical education classes all day. I have to change clothes about five times a day.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The problem developed in this paper has been to investigate and evaluate the physical education program as presented in the Edmonton Public Secondary Schools. There are forty-five junior high schools and ten senior high schools in the Edmonton Public School System with a staff of 172 physical education teachers.

All Physical Education Department Heads or Co-ordinators were asked to complete questionnaire Form A dealing with the schools program. Thirty-seven of the fifty-five or 67.27% returned these questionnaires. One hundred and twenty-four or 72.09% of the teachers returned questionnaire Form B which requested information regarding personal preparation time, professional preparation, and suggestions why teachers left the field of physical education. Form A and B were distributed to thirty Edmonton area judges not involved in the study itself as a pilot study. Twenty experts, ten male and ten female, selected from University and Provincial Physical Education Supervisory Personnel, were polled to establish a theoretical physical education program for schools in the Edmonton Public School System. Eight male and six female experts completed and returned Form C.

All schools were classified with regard to facilities, length of physical education class periods, and the number of times a class

meets per week. A program was developed by the experts for each classification of school. A school would be graded A, B, C, or D with a numerical value of 4, 3, 2, or 1 indicated to facilitate numerical comparisons. All comparisons are non-parametric and thus a significance level was not established.

In overall classification, the senior high schools received excellent or an A rating. The average length of class is 42.6 minutes, all schools have at least two gymnasiums as basic facilities, and classes in all but one school meet at least four times per week.

Classification of these three areas result in only a good or a B rating in the junior high schools. The 43.8 length of class period is good but facilities rate only fair as do the number of meetings per week.

With regard to course content in the physical education program, the male senior high school class instruction program received a good rating, the junior high school male class instruction program rated excellent, the female senior high school class instruction program rated excellent, and the female junior high school class instruction program rated good as compared to the expert recommended program. Highest rating was female senior high school with female junior high school the lowest.

In general, experts suggested fewer but longer instructional units in all four programs presented. Senior high school physical education grade ten programs come closest to including the number of instructional units advocated by the experts. The junior high school

girls' grade seven program approached the expert opinion closer than any other aspect of the junior high school program.

Forty-one decimal forty-two percent of the student body of the seven responding Edmonton Public Senior High Schools were enrolled in physical education classes. All junior high school students are required to take physical education. Class sizes in junior and senior high school physical education programs range from twenty-two to fifty with the mean class size being thirty students.

The junior high schools had excellent intramural student participation. The senior high schools had only fair intramural participation by students. Senior high school male intramural athletes may participate on the average in 10.9 activities per year. Senior high school female athletes have an average of 8.3 activities in which they may participate. Junior high school boys have 7.32 intramural activities per year. Female junior high school students have only 5.22 activities per year.

One senior high school in seven conducted intramural activities after school. Forty-eight decimal forty-eight minutes was the average length of time available per session in senior high schools with 3.50 meetings per week the average. Twenty-three of twenty-five responding junior high schools have only noon hour intramural activities with an average of 47.8 minutes available with an average of 3.59 meetings per week.

Lack of facilities rate high in both senior and junior high schools as the greatest deterrent to the inclusion of additional activities in the intramural athletic program.

Senior high school student participation in interscholastic athletics rated only fair. In contrast student participation in junior high school interscholastic athletics is excellent. Basketball, track and badminton were presented most frequently in the programs of all responding senior high schools. Basketball and track were very popular in the junior high schools.

One senior high school and twelve junior high schools indicated all interschool sports were preceded by an intramural competitive unit in each sport. Five senior high schools and twelve junior high schools followed this procedure on a partial basis with one of each indicating they did not precede interschool competition with an intramural athletic competition.

The co-ed sport of track and field received the greatest amount of practice time in senior high schools. Football for boys and basketball for girls received the greatest amount of practice time during their respective seasons. Male athletes receive eight minutes more practice time on the average per week than do female athletes in the major senior and junior high school sports of volleyball and basketball.

The outdoor activities of track, soccer and fastball command the greatest amount of practice per week in junior high schools.

In both senior and junior high, boys receive slightly more practice time than girls. Greater practice time did not seem to generally improve league standing in the senior high school athletic activities of football, basketball and volleyball.

All but two Physical Education Department Heads directed the senior high interschool athletic programs. A physical education teacher

directed the athletic program in ten of twenty-five junior high schools.

Three hundred and forty-two senior high school students from the seven reporting schools took part in activities associated with athletics. This compares favorably to the two hundred and eighty-eight participating in band, cheerleaders, booster club, and as managers in the Edmonton Public Junior High Schools. The addition of the participants in activities associated with athletics gives the overall high school interschool participation a B or good rating.

Only three of seven Department Heads in senior high school and six of twenty-five in junior high school were required to submit a report on interschool athletics to their school administration.

Swimming in senior high school and ice hockey in junior high school are the two activities which the greatest number of schools would like to add to their interscholastic athletic program. Limited facilities and staff were given as the major reasons for these and other activities not being presented.

Intramural athletics is the poorest aspect of the total physical education program in the senior high schools. The class instruction program with respect to course content received the lowest rating in the junior high schools.

Preparation time received by physical education teachers in the senior high schools is rated good. Preparation time available to the junior high school physical education teacher rated only fair.

Physical education teachers in junior high school must do substantially more preparation outside of school hours than their counter-

parts in the senior high schools. Females in junior high school do 7.31 hours of out of school preparation per week as compared to 3.52 hours of out of school preparation by their senior high school counterparts. Junior high male teachers do 6.80 hours of out of school preparation per week as compared to 4.02 hours by senior high school male physical education teachers.

Standing committees require the greatest amount of the physical educators time outside of the actual administration and presentation of the program in senior high schools. Fifty-four of seventy-two junior high school physical education teachers have the honourous task of keeping a register and administering a register room.

Eleven of forty-four senior high school physical education teachers and forty-seven of seventy-four junior high school physical educators indicated they did not receive any compensation for their extra duties. No register, reduced supervision and teaching load were compensatory procedures applied in several schools.

Senior high school physical educators are involved in the instruction of ten other courses with their junior high school counterparts having to cope with thirteen different subject areas. A greater ratio of junior high school physical education teachers are required to teach in the classroom as well as in the gymnasium.

The standard of professional preparation by physical educators in the senior high schools was excellent. Junior high school physical educators only rated B or good regarding professional preparation. Senior high school men rated highest with junior high school women

quite low in professional preparation standards.

The majority of Department Heads in senior high school rated the class instruction program as the strongest aspect of their physical education program. A majority of junior high school physical education directors rated the intramural program as the strongest aspect of their program.

Realistically, intramural athletics received the greatest number of votes for the weakest aspect of the senior high school physical education program. Facilities were classed by Junior High School Department Heads as the weakest aspect of their physical education program.

A heavy workload was most frequently selected by physical education teachers in both senior and junior high schools as the reason physical educators leave this field of instruction. Exhaustive physical demands placed second.

Conclusions

The results of this study indicate that physical education teachers employed by the Edmonton Public School Board are presenting a good physical education program with the facilities, staff and equipment available in the junior and senior high schools. There is an indication, particularly in the junior high schools, that sufficient administrative and preparation time is not being given to teachers thus making the instruction and coaching task extremely heavy.

Findings in this study suggest that two of the three hypotheses

should be rejected. Hypothesis A, which projected that all aspects of the physical education program are receiving equal consideration by physical education teachers, is not substantiated. The senior high school intramural athletic program rates much lower than the class instruction and interschool athletic program. The class instruction program does not rate as well as the intramural and interschool athletic program in the junior high schools.

Hypothesis B, which states that the quality of the physical education program increases with the amount of preparation time available is substantiated. Due to the divergence in the intramural athletic student participation, the junior high school total physical education program rates higher than the senior high school program. Preparation time available in the junior high schools is substantially less than that available in the senior high schools. However, it was found the strength of one aspect of the total physical education program was counter-balanced by the fair or poor rating of the other two. Increased preparation time noticeably improved the class instruction program and interscholastic athletic program.

Professional preparation does appear to effect the class instruction program. However, it does not appear to influence the total program. Therefore hypothesis C, that the quality of physical education program increases with the amount of professional preparation, cannot be accepted.

B. A Department Head

1. The Athletic Director should receive the status of a Department Head with at least half-time for his administrative duties. His duties would only involve administration of interscholastic athletics.
2. As #1 above with the intramural and co-curricular duties added.

C. The Physical Education Department Head and Athletic Director

1. The duties be combined as they are now with no less than three-quarters of the time devoted to program administration.
2. As #1 above with at least half-time available for administration.

II. Administration

By appointment of the Principal he shall be the supervising director of the interschool and intramural athletic program in his school.

- A. He shall see that all interschool athletic activities are conducted in accordance with the policies of the school as established by the principal and within the rules and regulations of the Junior or Senior High School Athletic Association.
- B. He shall together with the Principal and staff be responsible for the conduct and control of the students of his school at athletic events and, through the coaches, for the conduct of the players.
- C. He shall plan, organize and supervise all intramural athletic activities, both boys and girls.

III. Specific Duties

A. Interschool Program

1. The principal in consultation with the Director will make appointments.
2. Prepare and keep a calendar of school athletic events - League, Non-League, practice sessions, intramurals, etc.
3. Assign facilities for all athletic activities.
4. Be responsible for or be present at contests, meets, and events and give adequate supervision to all athletic activities. This will require the Director to be present for activities on many Fridays throughout the year.
5. Transmit all pertinent information from the Athletic Association and/or League to Principal, coaches and sponsors.
6. Check with coaches and arrange for or prepare the following as needed:
 - (a) Eligibility lists
 - (b) Parent's consent cards
 - (c) Participation passes
 - (d) Doctor's examinations
 - (e) League Rules and Regulations
 - (f) Reports to Principal
 - (g) Check and approve lists for early dismissal
 - (h) Entries to League events
 - (i) Necessary transportation of athletes or student spectators.

7. Co-ordinate and supervise all special athletic events.
 - (a) Athletic banquets
 - (b) Dances
 - (c) Queen contests
 - (d) Tag days
 - (e) Athletic auditorium sessions
 - (f) Direct and plan awarding letters and trophies.
8. Non-League events.
 - (a) Approve all scheduling and co-ordinating the schedule with the League and school calendar.
 - (b) Secure all needed personnel for the following tasks:
 1. Ticket takers
 2. Time-keepers
 3. Announcers
 4. Game officials
 5. Score-keepers
 6. Guards
 7. Supervisors
 8. Ticket sellers
9. Finances.
 - (a) Prepare and supervise annual athletic budget.
10. Be responsible for a representative of the school to attend or be a member of:
 - (a) School Eligibility Council when such exists (should be chairman)

- (b) Any other related organizations or meetings
- (c) Athletic Association.

11. Reports.

- (a) Prepare or arrange for preparation of eligibility lists and distribute the list as required.
- (b) Prepare miscellaneous reports requested by Athletic Council or League.

12. Equipment.

- (a) Arrange for and approve all purchase of athletic equipment from school funds.
- (b) Prepare orders for purchase of athletic equipment from the Board of Education Athletic Equipment Fund.
- (c) Serve as, or supervise, Athletic Equipment Managers.

The duties are as follows:

1. Keep perpetual inventory
2. Issuing equipment and record
3. Collect equipment
4. Care, repair, and clean equipment
5. Condemn unusable equipment
6. Collect funds for lost equipment

B. Intramural Activities

1. Consult with the Principal on activities to be included in the intramural athletic program and appoint a supervisor to be in charge.
2. Supervise the after school athletic program.

- (a) Assist in the promotion and development of an intramural athletic program.
- (b) Assist teachers in charge in the conduct of this program. This will require that the Director be present after school while these activities are in progress most days throughout the year.
- (c) Consult with the Principal when for any reason an activity should be discontinued.

3. Recreation Wing

- (a) He shall have responsibility for booking activities in the gymnasium and recreation areas.

FUTURE RESEARCH

Further research should be carried out as follows:

1. A follow-up evaluation completed on each instructional level of the Edmonton Public Secondary Schools.
2. A study of attitudes of physical education teachers to their jobs.
3. A study of the attitudes of administrators to physical education.

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APPENDIX A

LETTER TO SCHOOL BOARD

REQUEST FOR ASSISTANCE IN GRADUATE STUDENT RESEARCH PROJECT

Organization or person from whom assistance is requested:

The Edmonton Public School Board. Specifically the Directors of Secondary Education and the Department of Physical Education.

Name of graduate student investigator Arnold M. Enger

Purpose of the research project Title: An Evaluation of the Physical Education Program in the Secondary Public Schools of Edmonton, Alberta, Canada in the School Year 1966-67.

a) To establish the Physical Education teacher hours devoted to preparation in relation to the student participation in the Physical Education Service program, the Intramural Athletic Program, and the Interschool Athletic Program.

b) To determine the relationship of the extent and success of the Physical Education Program and the amount of Physical Education teacher time available during the school day.

Specific assistance requested (use supplementary pages if

necessary) c) To determine the relationship between the extent and success of the Physical Education Program and the amount of Professional preparation of the Physical Education staff.

d) To obtain a degree of insight into the reason Physical Education teachers are leaving the Physical Education teaching field.

SPECIFIC ASSISTANCE REQUESTED

a) Permission from the Edmonton Public School Board to proceed with the above project.

b) Permission to send questionnaires and conduct personal interviews with Physical Education teaching personnel in the Junior and Senior High Schools. At present it is planned to use all of the indicated personnel as the test sample. However, the scope of the study may require the selection of a representative sample from the indicated survey population. Every effort will be made to keep the questionnaire completion time to a maximum of thirty minutes which should not in any way encroach on the required time to successfully conduct the daily Physical Education program. The investigator will attempt to arrange an attendance at a Physical Education Department meeting within each school to pick up the questionnaire and answer any questions which may arise from the appointed task. Should a subject not find time to complete the questionnaire the investigator

This is to certify that the research project named has been carefully examined and approved by me in my capacity as thesis supervisor for the study. The above requests by the student for your assistance in the collection of data are considered to be warranted by the possible value of the study to education.

will offer to conduct a Physical Education class for this particular teacher while the questionnaire is completed. Collection of the questionnaire will take place during the month of June.

The Physical Education section in the Alberta Teachers Association Handbook for self-evaluation of schools and systems will be used as a basis for the questionnaire.

c) Upon completion of this project a copy of the completed work will be forwarded to the Edmonton Public School Board for their library in hopes that the summary and conclusions will aid the Physical Educator and the Physical Education Program in the Edmonton Public School System.

APPENDIX B

CONFIRMATION FROM SCHOOL BOARD

APPENDIX B

February 28, 1967

Dr. W. D. Smith,
Director of Professional Program,
Faculty of Physical Education,
University of Alberta,
EDMONTON, Alberta.

Dear Dr. Smith:

Your request, on behalf of Mr. Arnold Enger, to conduct research in the Edmonton Public School System has been approved with the condition that teachers opinions only are to be obtained.

Please advise Mr. Enger to communicate with Mr. A. S. Bird, Supervisor of Physical Education, 11240 - 79 Street, before he begins his study.

Yours truly,

T. D. Baker,
Deputy Superintendent of Schools.

TDB/ws

c.c. A. S. Bird
Dr. L. Stewart
A. Enger

APPENDIX C

LETTER TO SUBJECTS REQUESTING THEIR COOPERATION

APPENDIX C

4128 - Aspen Drive West
Edmonton, Alberta
March 15, 1967

Dear Physical Education Teacher:

The writer has been granted permission by the Edmonton Public School Board to evaluate certain aspects of the physical education program presented in secondary schools. I would be most appreciative of your cooperation in completing the questionnaire which will be sent to you in early May.

Data attained will be compiled and presented to the Faculty of Graduate Studies for completion of requirements leading to a M. A. degree. The writer is concerned with aspects of a balanced program, teacher preparation time, professional preparation, and reasons one would stop teaching physical education.

The questionnaire to all teachers will take approximately ten to fifteen minutes to complete with no extensive writing required. The questionnaire to Department Heads may take somewhat longer, but certainly will not be taxing. Department Heads might begin preparing material for the questionnaire by assigning a student to compile participation by different students in the intramural and inter-scholastic programs in a particular school.

All information will be confidential with no names being involved. Comparisons will not be made between the individual schools. Abstracts and profile charts of individual programs will be supplied to schools and individuals upon request. A copy of the thesis will be given to the Edmonton Public School Board.

Further instructions will accompany the questionnaire. The study is designed to improve working conditions for you the physical education teacher. Thus, accuracy in response to particular questions is extremely important. Thanking you in advance.

Sincerely,

Arnold M. Enger

APPENDIX D
QUESTIONNAIRE FORM A

QUESTIONNAIRE TO DEPARTMENT HEADS

A. CLASS ACTIVITIES

Boys Physical Education					
7	8	9	10	20	30

Girls Physical Education

Archery	() () () () () () ()	() () () () () () ()
Badminton	() () () () () () ()	() () () () () () ()
Basketball	() () () () () () ()	() () () () () () ()
Bordenball	() () () () () () ()	() () () () () () ()
Bowling	() () () () () () ()	() () () () () () ()
Cross Country	() () () () () () ()	() () () () () () ()
Curling	() () () () () () ()	() () () () () () ()
Diving	() () () () () () ()	() () () () () () ()
Fastball	() () () () () () ()	() () () () () () ()
Fencing	() () () () () () ()	() () () () () () ()
Field Hockey	() () () () () () ()	() () () () () () ()
Floor Hockey	() () () () () () ()	() () () () () () ()
Folk Dancing	() () () () () () ()	() () () () () () ()
Football (touch)	() () () () () () ()	() () () () () () ()
Golf	() () () () () () ()	() () () () () () ()
Gymnastics	() () () () () () ()	() () () () () () ()
Handball (European)	() () () () () () ()	() () () () () () ()
Handball (One-wall)	() () () () () () ()	() () () () () () ()
Ice Hockey	() () () () () () ()	() () () () () () ()
Judo	() () () () () () ()	() () () () () () ()
Lacrosse	() () () () () () ()	() () () () () () ()
Modern Dance	() () () () () () ()	() () () () () () ()
Outdoor Education	() () () () () () ()	() () () () () () ()
Rugger	() () () () () () ()	() () () () () () ()
Skating (Figure)	() () () () () () ()	() () () () () () ()
Skating (Pleasure)	() () () () () () ()	() () () () () () ()
Social Dance	() () () () () () ()	() () () () () () ()
Soccer	() () () () () () ()	() () () () () () ()
Speedball	() () () () () () ()	() () () () () () ()

	Boys Physical Education						Girls Physical Education					
	7	8	9	10	20	30	7	8	9	10	20	30
Squash	()	()	()	()	()	()	()	()	()	()	()	()
Swimming (Synchronized)	()	()	()	()	()	()	()	()	()	()	()	()
Swimming (Speed)	()	()	()	()	()	()	()	()	()	()	()	()
Table Tennis	()	()	()	()	()	()	()	()	()	()	()	()
Tennis	()	()	()	()	()	()	()	()	()	()	()	()
Track & Field	()	()	()	()	()	()	()	()	()	()	()	()
Volleyball	()	()	()	()	()	()	()	()	()	()	()	()
Weightlifting	()	()	()	()	()	()	()	()	()	()	()	()
Wrestling	()	()	()	()	()	()	()	()	()	()	()	()
Others: _____	()	()	()	()	()	()	()	()	()	()	()	()
_____	()	()	()	()	()	()	()	()	()	()	()	()
_____	()	()	()	()	()	()	()	()	()	()	()	()

2. () Total number of boys enrolled in the school.
3. () Total number of girls enrolled in the school.
4. () Total number of boys enrolled in physical education classes.
5. () Total number of girls enrolled in physical education classes.
6. () Number of times each physical education class meets each week. (Exclude health instruction where applicable)

Boys						Girls					
7	8	9	10	20	30	7	8	9	10	20	30
()	()	()	()	()	()	()	()	()	()	()	()

7. The average size of physical education class is: (circle the correct number)
Boys: 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, others _____
Girls: 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, others _____
8. Number of minutes in each class period, including roll call and shower: (Circle the correct answer)
Boys: 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 55, others _____
Girls: 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 55, others _____

B. BASIC FACILITIES

1. Indicate the number of gymnasia in your school that are large enough to contain
 - () Two regulation volleyball courts;
 - () One regulation volleyball court;
 - () Smaller than one regulation volleyball court.

2. () How many of these gymnasias have dividing doors, thus making two teaching stations. 190.

3. Do you have the following facilities at your disposal. (Please check those applicable to your situation)

- () Indoor swimming pool
- () Outdoor swimming pool
- () Indoor ice arena
- () Outdoor ice rink
- () Tennis courts
- () Curling rink
- () Auxiliary rooms
- () Physical education office for men
- () Physical education office for women.

C. INTRAMURAL ATHLETIC PROGRAM

1. Check the activities in which students at your school compete on an Intramural basis. From your card records, or, if not applicable, your league or tournament records, indicate the number of participants in each activity.

	<u>Boys</u>		<u>Girls</u>	
	Activity	No.	Activity	No.
Archery	()	()	()	()
Badminton	()	()	()	()
Basketball	()	()	()	()
Baseball	()	()	()	()
Bordenball	()	()	()	()
Bowling	()	()	()	()
Cross Country	()	()	()	()
Curling	()	()	()	()
Diving	()	()	()	()
Fastball	()	()	()	()
Fencing	()	()	()	()
Field Hockey	()	()	()	()
Floor Hockey	()	()	()	()
Football (Touch)	()	()	()	()
Football (Flag)	()	()	()	()

	Boys		Girls	
	Activity	No.	Activity	No.
Gymnastics	()	()	()	()
Handball (European)	()	()	()	()
Handball (one-wall)	()	()	()	()
Ice-Hockey	()	()	()	()
Lacrosse	()	()	()	()
Muk-Luk	()	()	()	()
Rugger	()	()	()	()
Soccer	()	()	()	()
Speedball	()	()	()	()
Swimming (Synchronized)	()	()	()	()
Swimming (Speed)	()	()	()	()
Table Tennis	()	()	()	()
Track & Field	()	()	()	()
Tennis	()	()	()	()
Volleyball	()	()	()	()
Volleyball (Co-Ed)	()	()	()	()
Weightlifting	()	()	()	()
Wrestling	()	()	()	()
Others: _____	()	()	()	()
_____	()	()	()	()
_____	()	()	()	()

2. Do the activities presented follow those of the class instruction program

Yes (). No ().

3. The intramural athletic program is administered by how many of the following groups. (Indicate Director with Letter 'A' and Assistants by Letter 'B').

() The Physical Education Dept. Head

() A Physical Education Teacher

() A Class-room Teacher

() An Administrator

() The Students.

4. The intramural athletic activities take place:

() During physical education classes.

() Before school.....() Length of session

() Immediately after school..() Length of session

_____ () Length of session.

	Boys		Girls	
	No.	Placing	No.	Placing
Badminton	()	()	()	()

	Boys			Girls		
	<u>No.</u>	<u>Placing</u>		<u>No.</u>	<u>Placing</u>	
Basketball (Boys Sr.)	()	()	()	()	()	()
Basketball (Boys Jr.)	()	()	()	()	()	()
Basketball (Girls Sr.)	()	()	()	()	()	()
Basketball (Girls Jr.)	()	()	()	()	()	()
Bowling	()	()	()	()	()	()
Cross Country	()	()	()	()	()	()
Curling (Boys)	()	()	()	()	()	()
Curling (Girls)	()	()	()	()	()	()
Diving (Boys)	()	()	()	()	()	()
Diving (Girls)	()	()	()	()	()	()
Fastball (Boys)	()	()	()	()	()	()
Fastball (Girls)	()	()	()	()	()	()
Football (Boys Sr.)	()	()	()	()	()	()
Football (Boys Jr.)	()	()	()	()	()	()
Gymnastics (Boys)	()	()	()	()	()	()
Gymnastics (Girls)	()	()	()	()	()	()
Handball (European)	()	()	()	()	()	()
Ice Hockey	()	()	()	()	()	()
Lacrosse	()	()	()	()	()	()
Rugger	()	()	()	()	()	()
Soccer (Boys Sr.)	()	()	()	()	()	()
Soccer (Boys Jr.)	()	()	()	()	()	()
Swimming (Synchronized)	()	()	()	()	()	()
Swimming (Speed - Boys)	()	()	()	()	()	()
Swimming (Speed - Girls)	()	()	()	()	()	()
Tennis	()	()	()	()	()	()
Track & Field (Boys Jr.)	()	()	()	()	()	()
Track & Field (Boys Int.)	()	()	()	()	()	()
Track & Field (Boys Sr.)	()	()	()	()	()	()
Track & Field (Girls Jr.)	()	()	()	()	()	()
Track & Field (Girls Sr.)	()	()	()	()	()	()
Volleyball (Boys Sr.)	()	()	()	()	()	()
Volleyball (Boys Jr.)	()	()	()	()	()	()

Boys
No.

Placing

Girls
No.

Placing

194.

Volleyball (Girls Sr.)	()	()	()	()	()	()	()
Volleyball (Girls Jr.)	()	()	()	()	()	()	()
Weightlifting	()	()	()	()	()	()	()
Wrestling (Boys Sr.)	()	()	()	()	()	()	()
Wrestling (Boys Jr.)	()	()	()	()	()	()	()
Others: _____	()	()	()	()	()	()	()
_____	()	()	()	()	()	()	()
_____	()	()	()	()	()	()	()

2. Do the interscholastic athletic activities presented follow an intramural unit in the same sport?

() Yes () No () In some sports.

3. Interscholastic athletic practices occur at what time:

() Before school - - - - -	() Length of session.
() At noon hour - - - - -	() Length of session.
() After school - - - - -	() Length of session.
() Other Times: _____	() Length of session.
_____	() Length of session.
_____	() Length of session.

4. During the season of a particular sport how many practice sessions per week are conducted

	<u>Before School</u>	<u>Noon</u>	<u>After School</u>	<u>Others</u>
Badminton	()	()	()	()
Basketball (Boys Sr.)	()	()	()	()
Basketball (Boys Jr.)	()	()	()	()
Basketball (Girls Sr.)	()	()	()	()
Basketball (Girls Jr.)	()	()	()	()
Bowling	()	()	()	()
Cross Country	()	()	()	()
Curling	()	()	()	()
Diving	()	()	()	()
Fastball	()	()	()	()
Football (Boys Sr.)	()	()	()	()
Football (Boys Jr.)	()	()	()	()
Gymnastics (Girls)	()	()	()	()
Gymnastics (Boys)	()	()	()	()
Handball (European)	()	()	()	()
Ice Hockey	()	()	()	()
Lacrosse	()	()	()	()

	<u>Before School</u>	<u>Noon</u>	<u>After School</u>	<u>Others</u>	195.
Rugger	()	()	()	()	
Swimming (Synchronized)	()	()	()	()	
Swimming (Speed - Boys)	()	()	()	()	
Swimming (Speed - Girls)	()	()	()	()	
Tennis	()	()	()	()	
Track & Field	()	()	()	()	
Volleyball (Boys Sr.)	()	()	()	()	
Volleyball (Boys Jr.)	()	()	()	()	
Volleyball (Girls Sr.)	()	()	()	()	
Volleyball (Girls Jr.)	()	()	()	()	
Weightlifting	()	()	()	()	
Wrestling	()	()	()	()	
Others: _____	()	()	()	()	
_____	()	()	()	()	
_____	()	()	()	()	

5. The interscholastic athletic program is under the direction of:

- () The Physical Education Dept. Head
 () A Physical Education Teacher.
 () A Class-room teacher
 () An Administrator
 () No one in particular

6. Do you have associated groups (see #7) involved in the interscholastic athletic program

() Yes () No.

7. If the answer to #6 is Yes indicate the groups involved and the number of participants in each.

	<u>Group</u>	<u>No.</u>
Band	()	()
Cheerleaders	()	()
Booster Club	()	()
Managers	()	()
Other: _____	()	()
_____	()	()
_____	()	()

8. Is an annual interscholastic athletic report submitted to the school administration
() Yes () No
9. If the answer to #8 is NO, have the administration requested such a document.
() Yes () No
10. From your card record (if applicable) list the total number of different
(not counting repeated names) participants in your interscholastic sports program.
Boys () Girls ()
11. If #10 does not apply to your situation please approximate from league and meet
records the number of different students participating in your interscholastic
athletic program.
Boys () Girls ()
12. What activities would you like to include in your interscholastic program that
are not currently offered for:
Boys: Girls:
13. What prevents the inclusion of the aforementioned activities.

F. PROMOTION AND MOTIVATION

1. Are bulletin boards used to promote the intramural and interscholastic program?
Intramural() Extensively, () Occasionally, () Very Little, () No.
Interscholastic() " , () " , () " " , () "
2. Are photographs taken of champions in:
Intramural : () Extensively, () Occasionally, () Very Little, () No
Interscholastic: () " , () " , () " " , () "
3. Is publicity provided in school newspapers or annuals for:
Intramural : () Extensively, () Occasionally, () Very Little, () No
Interscholastic: () " , () " , () " " , () "
4. Are classroom announcements used to publicize the program in:
Intramural : () Extensively, () Occasionally, () Very Little, () No
Interscholastic: () " , () " , () " " , () "

FORM A (Page 10.)

5. Is the public address system used to publicize the program in:

Intramural : Extensively (), Occasionally (), Very Little (), No ().

Interscholastic: " (), " (), " " (), " ().

6. Are intramural and interscholastic athletic activities publicized in physical education classes

Intramurals : Extensively (), Occasionally (), Very Little (), No ().

Interscholastic: " (), " (), " " (), " ().

7. Are schedules distributed to participating teams in:

Intramurals : Extensively (), Occasionally (), Very Little (), No ().

Interscholastic: " (), " (), " " (), " ().

8. Are individual awards provided in:

Intramurals: Extensively (), Occasionally (), Very Little (), No ().

Interscholastic: " (), " (), " " (), " ().

9. If the answer to #8 is yes (in at least one area) complete the following indicating the type of award given:

	<u>Intramural</u>	<u>Interscholastic</u>
Ribbons	()	()
Medals	()	()
Certificates	()	()
Plaques	()	()
Cups	()	()
Others:		
_____	()	()
_____	()	()
_____	()	()

10. Are group or team awards provided in:

Intramural: Yes () No () Interscholastic: Yes () No ()

11. If the above awards are provided, please indicate in what form:

	<u>Intramural</u>	<u>Interscholastic</u>
Permanently retained trophy	()	()
Rotating Trophies	()	()
Plaques	()	()
Pennants	()	()
Certificates	()	()
Others: _____	()	()
_____	()	()
_____	()	()

F. MISCELLANEOUS

1. Are students transported by school bus to your school: Yes () No ()

2. If the answer to #1 is yes please indicate what percentage of students are transported in this manner. ().

FORM A (Page 11.)

3. With regard to the physical education program as a whole

A. Indicate the strongest or BEST part of your program.

B. Indicate the WEAKEST or WORST part of your program.

APPENDIX E

QUESTIONNAIRE FORM B

QUESTIONNAIRE TO ALL PHYSICAL EDUCATION TEACHERS

199.

A. PREPARATION TIME

Circle the answer which best describes your situation.

1. During the school week how many hours for teacher preparation do you receive (from 9-4 o'clock each school day)
 $\frac{1}{2}$ 1 $1\frac{1}{2}$ 2 $2\frac{1}{2}$ 3 $3\frac{1}{2}$ 4 $4\frac{1}{2}$ 5 $5\frac{1}{2}$ 6 $6\frac{1}{2}$ 7 other _____.
 2. How many hours per week do you conduct physical education and academic classes.
 15 16 17 18 $18\frac{1}{2}$ 19 $19\frac{1}{2}$ 20 $20\frac{1}{2}$ 21 $21\frac{1}{2}$ 22 $22\frac{1}{2}$ 23 $23\frac{1}{2}$ 24 $24\frac{1}{2}$ 25
 other _____.
 3. How many hours do you spend planning, marking, and administering the class instruction program? Answer on a weekly average per year. Exclude actual class instruction.
 5 $5\frac{1}{2}$ 6 $6\frac{1}{2}$ 7 $7\frac{1}{2}$ 8 $8\frac{1}{2}$ 9 $9\frac{1}{2}$ 10 $10\frac{1}{2}$ 11 $11\frac{1}{2}$ 12 $12\frac{1}{2}$ 13 $13\frac{1}{2}$ 14
 other _____.
 4. How many hours do you spend per week on the average in the planning and administration of intramural athletics
 0 $\frac{1}{2}$ 1 $1\frac{1}{2}$ 2 $2\frac{1}{2}$ 3 $3\frac{1}{2}$ 4 $4\frac{1}{2}$ 5 $5\frac{1}{2}$ 6 $6\frac{1}{2}$ 7 $7\frac{1}{2}$ 8 $8\frac{1}{2}$ 9 $9\frac{1}{2}$ 10 $10\frac{1}{2}$
 11 $11\frac{1}{2}$ 12 $12\frac{1}{2}$ 13 $13\frac{1}{2}$ 14 other _____.
 5. Check the sports that you coached within the school during this school year and the number of hours per week spent on planning, administering, and coaching these sports during their season. (Circle the nearest correct answer)
- | | | | | | | | | | | | | | | | |
|-----------------|-----|---|----------------|---|----------------|---|----------------|---|----------------|---|----------------|----|-----------------|----|-------|
| Badminton | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Basketball | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Bowling | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Cross Country | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Curling | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Diving | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Fastball | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Football | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Gymnastics | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Handball (Euro) | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Ice Hockey | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Lacrosse | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Rugger | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Soccer | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Swimming | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Tennis | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |
| Track & Field | () | 5 | $5\frac{1}{2}$ | 6 | $6\frac{1}{2}$ | 7 | $7\frac{1}{2}$ | 8 | $8\frac{1}{2}$ | 9 | $9\frac{1}{2}$ | 10 | $10\frac{1}{2}$ | 11 | _____ |

Volleyball () 5 5½ 6 6½ 7 7½ 8 8½ 9 9½ 10 10½ 11 _____

Weightlifting () 5 5½ 6 6½ 7 7½ 8 8½ 9 9½ 10 10½ 11 _____

Wrestling () 5 5½ 6 6½ 7 7½ 8 8½ 9 9½ 10 10½ 11 _____

6. What other duties do you have during the school year:
(Check those that apply -- indicate the number of weeks per year that these duties require)

	Check	No. of Weeks
Noon hour hall supervision	()	()
Lunch room supervision	()	()
Home room	()	()
Home room with register	()	()
Standing committees	()	()
Department Head	()	()
Others: _____	()	()
_____	()	()
_____	()	()

7. How many total hours do the above require per week. (Circle the nearest correct answer)

1 1½ 2 2½ 3 3½ 4 4½ 5 5½ 6 6½ 7 7½ 8 8½ 9 9½ 10 _____

8. What compensation do you receive for your extra duties

() None
() Increased salary
() Reduced teaching load
() Reduced supervision load
() No register
() Other _____

9. What subjects, if any, do you teach besides physical education:

Hrs. per week.

() Biology	()
() Business Education	()
() Chemistry	()
() English	()
() French (or equivalent foreign languages)	()
() Guidance	()
() Health	()
() Mathematics	()
() Physics	()
() Science	()
() Social Studies	()
() Vocational Education	()
() Others _____	()
_____	()
_____	()

B. PROFESSIONAL PREPARATION

1. Do you have an undergraduate degree. () Yes; () No.

2. If answer to #1 is NO circle the professional preparation received in years to date:

1 1½ 2 2½ 3 3½ University of _____

3. Teachers receiving training outside Alberta. If #2 does not apply to your situation, please indicate source of training and A.T.A. Evaluation of same. 201.

4. If the answer to #1 is yes list all undergraduate degrees received to date:

_____	from the University of _____	Major _____
_____	_____	Minor _____
_____	" " " "	Major _____
_____	_____	Minor _____
_____	" " " "	Major _____
_____	_____	Minor _____

5. List Post Graduate degrees you have received to date:

_____	of _____	in _____	from the Univ. of _____
_____	of _____	in _____	" " " "
_____	of _____	in _____	" " " "

6. If you have not received a Post Graduate degree but are presently seeking one indicate the number of courses you have completed and at which University you are studying. (Circle the correct answer)

1 2 3 4 5 6 7 8

or more _____ from the University of _____

C. PHYSICAL EDUCATION TEACHERS LEAVING THE FIELD

1. List in order of importance to you the reasons you feel many physical educators leave the field to teach elsewhere in the curriculum. (Use numbers: 1-primary reason; 2-secondary reason; 3-incidental; 4-individual preference.)

- () Exhaustive physical demands.
- () Heavy workload.
- () Sudden realization that physical education is no longer meaningful.
- () Diversified teaching schedule.
- () Limited possibilities for advancement.
- () Lack of prestige.
- () Lack of recognition for work done.
- () Others _____
- () _____
- () _____

APPENDIX F

QUESTIONNAIRE FORM C

Dear

Please find enclosed instructions and reply charts for the following:

Part One: Expert Opinion Regarding Evaluating Parameter of Physical Education Programs.

Part Two: Junior High School Class Activities Program.

Part Three: Senior High School Class Activities Program.

Part Four: Intramural Participation Percentage Chart.

Part Five: Interscholastic Participation Percentage Chart.

The instructions and reply chart are assembled in two separate bundles - this will enable you to place the instructions by the reply chart and proceed with the task. You will note that the instructions for part one are on the answer sheet.

Experts, such as yourself, have been selected on the basis of experience in secondary school physical education programs plus a present concern with teacher preparation and resultant programs. The writer asks you to put aside personal biases in selection of activities, and consider the programs most applicable to the secondary school situation in the City of Edmonton.

The investigator recognizes that the task before you may take several hours. Opinion has been voiced indicating that one of the valuable outcomes of this study will be the compilation of expert's ideas regarding desired physical education programs specifically for Alberta. The writer requests your indulgence in returning the charts in the enclosed return addressed envelope not later than May 30th, 1967. If you encounter any difficulties in interpreting the instructions, please call me at 434-7515, Edmonton. Experts from out of town call collect.

Thanking you in advance for your invaluable assistance, I remain,

Yours sincerely,

Arnold M. Enger.

FORM ONEEVALUATION TECHNIQUES OPINION

Please express your opinion on the following issues.

Circle your answer and discuss if you wish.

1. I (agree, disagree) that intramural activities should immediately follow the completion of a class instruction unit in a particular activity.
2. (Answer if you agree with question one). I (agree, disagree) that the quality of a physical education program could in part be measured by this parameter.

Discussion:

3. I (agree, disagree) that the success of athletic teams involved in interschool competition is related to how well the physical education program is organized and administered.
4. (Answer if you agree with number three). I (agree, disagree) that this parameter could be used in part as a measure of a quality physical education program.

Discussion:

5. I (agree, disagree) that the percentage of student participation in intramural athletics is a valid measure of the quality of a physical education program.

Discussion:

6. Select the statement that best illustrates your opinion regarding interscholastic athletics in Junior High School.
 - a. A program as extensive as in Senior High School.
 - b. A program with minor restrictions
 - c. A program with extensive restrictions
 - d. No athletic program on an interschool basis.

Discussion:

INSTRUCTIONS-----PART TWO

2

JUNIOR HIGH SCHOOL CLASS INSTRUCTIONS PROGRAM

1. Please fill in EVERY COLUMN Indicating the (Girls, Boys) Physical Education Class instruction program you would present in a Junior High School with Class Length, Facilities (see page 6) and Number of meetings per week (see page 6) as indicated on Form II.

2. Indicate the activities to be presented in the Junior High School Grades in the following manner.

A. An Activity to be presented in one grade only.

Physical Education Grade 7 - write No. 7 in the square

Physical Education Grade 8 - write No. 8 in the square

Physical Education Grade 9 - write No. 9 in the square

B. An activity to be presented in more than one grade:

Physical Education Grade 7 & 8 - write No. 78 in the square

Physical Education Grade 8 & 9 - write No. 89 in the square

Physical Education Grades 7&8&9 - write No. 789 in the square

3. Example: Length of Class 30 Minutes

Facilities	A				B				C				D			
	2	3	4		2	3	4		2	3	4		2	3	4	
ACTIVITIES: Badminton																
Basketball	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
Bowling																
Cross Country	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
Curling																
Diving	9	9	9													
Fastball	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78
Fencing																

4. As noted above, facilities classifications and number of yearly teaching hours available in the various school situations are on Page 6.

5. You may assume that Bowling Alleys and Curling Rinks are near enough to the school to warrant the inclusion of these activities in an instruction program, if you so desire.

FOEA TWO-CLASS ACTIVITIES

JUNIOR HIGH SCHOOL

LENGTH OF CLASS	30 MINUTES				40 MINUTES				50 MINUTES				1 HOUR OR MORE			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
FACILITIES																
NO. OF MEETINGS/ WEEK	2	3	4	2	3	4	2	3	4	2	3	4	2	3	4	2
ACTIVITIES / BASHMINGTON																
BASKETBALL																
BOAT RACE																
BOATING																
CROSS COUNTRY																
CURLING																
DAIVING																
FOOTBALL																
FLAJOUS																
HOCKEY (FIELD)																
HOCKEY (FLOOR)																
HOCKEY (ICE)																
FOOT DANCING																
FOOTBALL (TOUCH)																
FOOTBALL (TACKLE)																
GOLF																
GYMNASTICS																
HANDBALL (EUROPEAN)																
HANDBALL (ONE-WALL)																
JUDO																
LACROSSE																
MODERN DANCE																
OUTDOOR EDUCATION																
RUBBER																
SHAWING																
SOCIAL DANCE																
SOCCER																
SPED BALL																
SWIMMING (SPEED)																
SWIMMING (SYNCHRONIZED)																
TENNIS																
TRACK & FIELD																
WATERBALL																
WATERPOLO																
WRESTLING																
OTHERS/																

INSTRUCTIONS - PART THREE

3

SENIOR HIGH SCHOOL CLASS INSTRUCTION PROGRAM

1. Please fill in every column indicating the (Girls, Boys) physical education class instruction program you would present in a senior high school with class length, facilities (see page 6) and number of meetings per week (see page 6) as indicated on Form III.

2. Indicate the activities you would require in the Senior High School physical education program on the appropriate chart in the following manner.

- A. an activity to be presented in one grade only:

Physical Education 10 - write number 10 in the square.

" " 20 - " " 20 " " "

" " 30 - " " 30 " " "

- B. An activity to be presented in more than one grade.

Physical Education 10 and 20 - write number 12 in the square

" " 20 and 30 - " " 23 " " "

" " 10, 20 & 30 - " " 123 " " "

3. Example: Length of Class Forty Minutes

Facilities	A			B			C			D		
No. of Meetings/Wk.	1	2	3	1	2	3	1	2	3	1	2	3
Activities/Badminton	123	123	123	23	23	23	23	23	23	23	23	23
Bowling							3	3	3	3	3	3
Cross Country	123	123	123	123	123	123	123	123	123	123	123	123
Curling	3	3	3	3	3	3	3	3	3	3	3	3
Diving	3	3	3	3	3	3						
Fastball												
Fencing							3	3	3	23	23	23

4. As noted above, facilities, classification and number of yearly teaching hours available in the various school situations are on page 6.
5. You may assume that bowling alleys and curling rinks are near enough to the school to warrant the inclusion of these activities in an instructional program, if you so desire.

TOOHS HIGH SCHOOL

207.

INSTRUCTIONS - PART FOURINTRAMURAL STUDENT PARTICIPATION PERCENTAGE CHART

1. Please fill in every column.
2. Indicate the yearly percentage of participation by a student body in a particular school you would consider excellent, good, fair, poor. Use the following symbols in your ratings:

Excellent ----- Letter E
 Good ----- " G
 Fair ----- " F
 Poor ----- " P

3. You are to establish your participation percentage on the total number of different students that participate in intramurals throughout the year.
 Example: School population - 700 students -

With Class "A" Facilities and 5 Hrs./wk for intramurals - Estimate of
 70% for Excellent (490 students total)

55% for Good (385 students)

40% for Fair (280 students), and

25% for Poor (175 students).

4. In selecting your ratings, you are to consider the student population of the school, the facilities available, and the time available. These are indicated in the column headings.

5. Example: Student Population Less than 600

Facilities Classification	A					B					C					D				
Time available in Hr./Week	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Percentage: 100																				
95																				
90																				
85																				
80																				
75																				
70					E															
65				E																
60			E	G					E											
55		E	G					E	G					E						
50	E		G	F		E	G	G					E						E	
45		G	F	F		F		F					E	G					E	
40	G		F	P		G	F					E	G	G		E	E	G	G	
35		F	P				P	P						F						
30	F	P				P	P					G	F	P	E	G	F	P		

INSTRUCTIONS - PART FIVEINTERSCHOLASTIC STUDENT PARTICIPATION PERCENTAGE
CHART

1. As per intramurals
2. Only change
 - Time available in hours per week starts at four and reaches a maximum of twelve

FORM FIVE-INTERSCHOLASTIC ATHLETIC PARTICIPATION PERCENTAGE

STUDENT POPULATION FACILITIES CLASSIFICATION	600 STUDENTS				1000 STUDENTS				1400 STUDENTS			
	A	B	C	D	A	B	C	D	A	B	C	D
PERCENTAGE/	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12	4 6 8 10 12
100												
95												
90												
85												
80												
75												
70												
65												
60												
55												
50												
45												
40												
35												
30												
25												
20												
15												
10												
5												

Outdoor facilities are assumed to be adequate for the inclusion of all or any spring and fall activities. Facilities indicated on your chart are classifications for indoors only. These classifications are as follows:

CLASS "A" - 2 Gymnasia (two regulation volleyball courts/gym.
1 indoor or outdoor swimming pool
1 indoor or outdoor ice arena
1 auxiliary room
tennis courts

CLASS "B" - 2 Gymnasia (two regulation volleyball courts per gym.)
1 Indoor or outdoor ice arena
1 Auxiliary area
---or---
2 Gymnasia (two regulation volleyball courts per gym.)
1 Indoor or outdoor swimming pool
1 Auxiliary area

CLASS "C" - 2 Gymnasia (two regulation volleyball courts in one gym. only
--- or ---
1 Gymnasium
1 Auxiliary room

CLASS "D" - 1 Gymnasium

Teaching Hours Available. The following list indicates the number of hours available for instruction in one year. The investigator is estimating that approximately twenty-five instruction days are lost to registration, consolidated exams, assemblies, conventions, and staff meetings. Therefore, the instruction time is based on one hundred and seventy-five days, or 35 weeks. The combinations of class length and number of meetings per week give the following amount of time.

30 Minute Class Periods:

Meeting:	2 per week	-	35	hours
	3 per week	-	52.5	hours
	4 per week	-	70	hours

40 Minute Class Periods:

Meeting:	2 per week	-	45.5	hours
	3 per week	-	70	hours
	4 per week	-	91	hours

50 Minute Class Periods:

Meeting:	2 per week	-	58.5	hours
	3 per week	-	87.5	hours
	4 per week	-	116.5	hours

One Hour Class Periods:

Meeting:	2 per week	-	70	hours
	3 per week	-	105	hours
	4 per week	-	140	hours

APPENDIX G

TABLE IX

AN ANALYSIS OF THE COURSE CONTENT
OF THE EDMONTON PUBLIC SENIOR HIGH SCHOOLS BOYS'
PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

TABLE IX

AN ANALYSIS OF THE COURSE CONTENT OF THE EDMONTON PUBLIC SENIOR HIGH SCHOOLS
BOYS' PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

School Classification	B A A			B A B			B C A			C B A		
	10	20	30	10	20	30	10	20	30	10	20	30
Instruction Level												
Activities:												
Badminton	O	x	x	O	x	x	x	x	x	x	x	x
Basketball	x	-		x	-		x	-		x	-	
Cross Country	x			x	-		x	-		x	-	
Curling		O	x		O	x		O				
Floor Hockey	x		-	O			O			x	-	
Ice Hockey	x	x	x	x	x	x				x	x	
Touch Football	x	-	-	x	-		x	-		x	-	
Gymnastics	x	x	-	x	x	-	x	x		x	x	
Handball (one wall)	-		O			O						
Outdoor Education		O	x		O	x		O				O
Social Dance	x	x		x	x		x	x		x	x	
Swimming (Speed)	x	x	-	x	x	-				-	-	
Tennis		x	x		O	x				-	-	
Track and Field	x	-	-	x	x	-	x	x		x	-	
Volleyball	x	-		x	-		x	-		x	-	
Weight Lifting		O	O				-	-				
Wrestling	x	O	-	x	x		x	-		x		x
Total	$\frac{11}{12}$	$\frac{6}{10}$	$\frac{5}{7}$	$\frac{10}{12}$	$\frac{7}{10}$	$\frac{5}{6}$	$\frac{9}{10}$	$\frac{4}{6}$	$\frac{11}{11}$	$\frac{11}{11}$	$\frac{7}{8}$	
Grade Rating Percent	91.7	60	71.4	83.3	70	83.3	90	66.7	100	87.5		
Program Percent Rating		75.9			78.9		81.3		94.7			
Program Numerical Rating		2.73			2.93		3.07		3.74			
Program Letter Rating		B			B		A		A			

TABLE IX (continued)

School		C C A				C C A				D B A				T O T A L			
Classification		C C A				C C A				D B A				T O T A L			
Instruction		C C A				C C A				D B A				T O T A L			
Level		10	20	30	10	20	30	10	20	10	20	10	20	10	20	30	
Activities:																	
Badminton		x	x	x	x	x		x	x			4	6	3			
Basketball		x			x	-		x	-			7					
Cross Country		x	-		x	-		x	-			7					
Curling				x										3			
Floor Hockey		o	-		o			x	-			3					
Ice Hockey												3	3	2			
Touch Football		x			x	-		o				6	7				
Gymnastics		x	x	-	x	x		x	x			7					
Handball (One wall)				o													
Outdoor Education			1	x		o			o					3			
Social Dance		x	o		x	o			o			7	4				
Swimming (Speed)								x	x			3	4				
Tennis			-	-	-	-			x				3	2			
Track and Field		x	-	-	x	-						7	2				
Volleyball		x	-	-	x	-						7					
Weight Lifting		-	-	-		-		x	-								
Wrestling		x	x	-	o	o		x	x			6	4				
Total		$\frac{9}{10}$	$\frac{3}{5}$	$\frac{3}{4}$	$\frac{8}{10}$	$\frac{2}{5}$		$\frac{9}{10}$	$\frac{4}{7}$			$\frac{67}{75}$	$\frac{33}{51}$	$\frac{13}{17}$			
Grade Rating Percent		90	60	75	80	40		90	57.1			89.3	76.8	76.5			
Program Percent Rating		78.9				66.7				76.5				76.8			
Program Numerical Rating		2.93				2.11				2.77				2.79			
Program Letter Rating		B				B				B				B			

APPENDIX H

TABLE X

AN ANALYSIS OF THE COURSE CONTENT
OF THE EDMONTON PUBLIC SENIOR HIGH SCHOOL GIRLS'
PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

TABLE X

AN ANALYSIS OF THE COURSE CONTENT OF THE EDMONTON PUBLIC SENIOR HIGH SCHOOL
GIRLS' PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

School Classification	B A A			B A B			B C A			C B A		
	10	20	30	10	20	30	10	20	30	10	20	30
Instruction Level	10	20	30	10	20	30	10	20	30	10	20	30
Activities:												
Badminton	x	x	x	x	x	x	x	x	x	x	x	x
Bowling			x			x						
Curling			x			x						
Diving	x	x	x	o	o	o						
Fencing		o	o									
Field Hockey	x	-		x	-	-	x	-	-	-	-	-
Folk Dancing	-	-		-	-	-		o	o	-	-	-
Golf		o	x		x	x		x	x			
Gymnastics	x	-	-	x	-	-	x	-	-	x	-	-
Modern Dance	x	x	x	x	x	x	x	o	o	x	x	x
Outdoor Education			x			-						
Skating	x	x	x	x	x	x				x	x	x
Social Dance	x	x	x	x	x	o	x	o	o	x	x	x
Swimming (Speed)	x	x	-	x	x	-				o	x	x
Swimming (Synchronized)	-	x	x		x	x					o	o
Tennis	x	x	x		o	x				-	-	-
Track and Field	x	x		x	x	-	x	x	-	x	x	x
Volleyball	x	-		x	-		x	-		x	-	-
Total	$\frac{11}{11}$	$\frac{9}{11}$	$\frac{11}{12}$	$\frac{9}{10}$	$\frac{8}{10}$	$\frac{8}{9}$	$\frac{7}{7}$	$\frac{3}{6}$	$\frac{7}{8}$	$\frac{7}{8}$	$\frac{6}{7}$	
Grade Percent Rating	100	81.8	91.7	90	80	88.8	100	50	87.5	85.6		
Program Percent Rating		91.2			89.7			76.9		86.6		
Program Numerical Rating		3.56			3.49			2.79		3.33		
Program Letter Rating		A			A			B		A		

TABLE X (continued)

School	C C A				C C A				D B A				T O T A L			
Classification	10	20	10	20	10	20	10	20	10	20	10	20	10	20	10	20
Instruction	10	20	10	20	10	20	10	20	10	20	10	20	10	20	10	20
Level	10	20	10	20	10	20	10	20	10	20	10	20	10	20	10	20
Activities:																
Badminton	x	x	x	x	x	x	x	x	x	x	7	7	7	7	2	2
Bowling		-													2	2
Curling															2	2
Diving											1	1	1	1	1	1
Fencing				o												
Field Hockey	x		x	-	x	-	x	-	x	-	6					
Folk Dancing	-	-	-	-	-	-	-	-	o	-						
Golf		-		-		-		-		-			2	2		
Gymnastics	x	-	x	-	x	-	x	-	x	-	7					
Modern Dance	x	x	x	x	x	x	x	x	x	x	7	6	7	6	2	2
Outdoor Education				-											1	1
Skating											3	3	3	3	2	2
Social Dance	x	o	x	x	x	x	x	o			7	4	7	4	1	1
Swimming (Speed)											2	3	2	3		
Swimming (Synchronized)								x					3	3	2	2
Tennis	-	-	-	-	-	-		-			12	1	12	1	2	2
Track and Field	x	x	x	x	x	x	x	o			7	6	7	6		
Volleyball	x	-	x	-	x	-	x	-	x	-	7		7			
Total	$\frac{7}{7}$	$\frac{3}{4}$	$\frac{7}{7}$	$\frac{4}{5}$	$\frac{7}{7}$	$\frac{4}{5}$	$\frac{7}{8}$	$\frac{3}{5}$	$\frac{7}{8}$	$\frac{3}{5}$	$\frac{55}{58}$	$\frac{36}{48}$	$\frac{55}{58}$	$\frac{36}{48}$	$\frac{19}{21}$	$\frac{19}{21}$
Grade Percent Rating	100	75	100	80	87.5	60	87.5	60	94.8	75.0	94.8	75.0	90.8	90.8		
Program Percent Rating	90.9		91.7		76.9				86.6							
Program Numerical																
Rating	3.55		3.59		2.79				3.33							
Program Letter Rating	A		A		B				A							

APPENDIX I

TABLE XI

AN ANALYSIS OF THE COURSE CONTENT
OF THE PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM
IN EDMONTON PUBLIC SENIOR HIGH SCHOOLS

TABLE XI

AN ANALYSIS OF THE COURSE CONTENT OF THE PHYSICAL EDUCATION
CLASS INSTRUCTION PROGRAM IN EDMONTON PUBLIC SENIOR HIGH SCHOOLS

School Classification	B A A			B A B			B C A			C B A		
Instruction Level	10	20	30	10	20	30	10	20	30	10	20	30
Total Actual Activities	22	15	16	19	15	13	16	7	18	13		
Total Possible Activities	23	21	19	22	20	15	17	12	19	15		
Grade Percent Rating	95.7	71.4	84.2	86.4	75.0	86.7	94.1	58.3	94.7	86.7		
Program Percent Rating		84.1			82.6		79.3		91.2			
Program Numerical Rating		3.21			3.13		2.95		3.56			
Program Letter Rating		A			A		B		A			

TABLE XI (continued)

School Classification	C C A			C C A			D B A			T O T A L		
	10	20	30	10	20	30	10	20	30	10	20	30
Instruction Level	10	20	30	10	20	30	10	20	30	10	20	30
Total Actual Activities	16	6	3	15	6		16	7		122	69	32
Total Possible Activities	17	9	4	17	10		18	12		133	99	38
Grade Percent Rating	94.1	66.7	75	88.2	60		88.8	58.3		91.7	69.7	84.2
Program Percent Rating		83.3		77.7				73.6			83.0	
Program Numerical Rating		3.17		2.85				2.57			3.15	
Program Letter Rating		A		B				B			A	

APPENDIX J

TABLE XII

AN ANALYSIS OF THE COURSE CONTENT
OF THE EDMONTON JUNIOR HIGH SCHOOL BOYS'
PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

TABLE XII

AN ANALYSIS OF THE COURSE CONTENT OF THE EDMONTON JUNIOR HIGH SCHOOL
BOYS' PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

School	A C C			A C D			B B C			B B C		
Classification												
School												
Grade	7	8	9	7	8	9	7	8	9	7	8	9
Activity:												
Badminton			O			X		O	O	-	X	X
Basketball	X	X	X	X	X	X	X	X	X	X	X	X
Cross Country	X	X	X	X	X	X	O	X	O	X	X	X
Fastball	-	-	-	-	-	-	O	O	-	X	X	-
Floor Hockey	O	X	X	O	O	O	X	X	X	X	X	O
Ice Hockey							X	X	O	O		
Folk Dance							-	-	-	-	-	-
Touch Football	O	X	X	X	X	X	-	X	X	-	X	X
Gymnastics	X	X	X	X	X	X	X	X	O	X	X	X
Social Dance			O	-	-	X	-	-	-	-	-	X
Soccer	X	X	X	X	X	X	X	X	O	X	X	-
Swimming							O	O	X	X		
Track and Field	X	X	X	X	X	X	X	X	X	X	X	X
Volleyball	-	X	X	-	X	X	-	X	X	-	X	X
Weightlifting						O						O
Wrestling	X	X	X	O	O	X	-	X	X	-	X	X
Total	$\frac{6}{8}$	$\frac{9}{9}$	$\frac{10}{12}$	$\frac{6}{8}$	$\frac{7}{9}$	$\frac{10}{12}$	$\frac{7}{9}$	$\frac{10}{13}$	$\frac{10}{11}$	$\frac{5}{9}$	$\frac{9}{13}$	$\frac{8}{11}$
Grade Percent Rating	75	100	83.3	75	77.7	83.3	77.7	76.9	90.9	55.6	69.2	72.7
										100	100	81.8
Program Percent Rating		86.1			82.0			81.8		65.8		93.9
Program Numerical Rating		3.31			3.10			3.09		2.05		3.70
Program Letter Rating		A			A			A		B		A

TABLE XII (continued)

B C C			B C C			B C C			B D C			C C B		
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
X	O	X	X	O	O	O	X	O	O	X	O	X	X	O
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	-	X	X	-	X	X	X	O	O	O	O	O	O
X	X	X	X	X	X	O	O	O	O	O	O	O	O	O
-	X	X	-	-	-	-	-	-	-	-	-	X	X	-
X	X	X	X	O	O	X	X	X	O	X	O	X	-	X
X	X	O	-	-	X	-	-	-	X	X	O	-	-	X
X	X	-	X	X	O	X	X	-	X	X	-	X	X	-
-	-	X	-	X	O	X	X	O	X	X	X	-	-	X
7	10	9	7	8	8	6	7	8	5	6	6	6	7	8
7	10	11	7	9	11	7	7	11	8	10	10	8	9	10
100	100	81.8	100	88.8	72.7	85.7	88.8	63.6	62.5	60	60	75.0	77.7	80
93.9	87.2	82.4	84.1	60.8	77.6									
3.70	3.36	3.12	3.21	1.72	2.84									
A	A	A	A	C	B									

TABLE XII (continued)

B C C			B C C			B C C			B D C			C C B		
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
X	X	O	X	X	O	-	-	X	X	X	O	X	X	O
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	O	O	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	O	X	X	X	X	X	X	X
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	X	-	-	X	-	-	X	-	-	X	-	-	X
X	X	X	X	X	X	X	X	X	O	O	O	X	X	X
-	-	X	-	-	X	-	-	X	-	-	X	-	-	O
X	X	-	X	X	-	X	X	-	X	X	-	X	X	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
-	X	X	-	X	X	-	X	X	-	X	X	-	X	X
-	-	O	-	-	O	-	-	O	-	-	O	-	-	X
-	-	X	-	-	X	-	-	X	-	-	X	-	-	X
7	8	10	6	7	8	7	7	11	6	7	9	7	8	10
7	8	12	7	8	12	7	8	12	7	8	12	7	8	12
100	100	83.3	85.7	87.5	66.7	100	100	91.7	85.7	87.5	75.0	100	100	83.3
94.4	94.4	80.0	80.0	80	80	97.2	97.2	82.7	82.7	82.7	94.4	94.4	94.4	80.0
3.72	3.72	3.00	3.00	3.00	3.00	3.86	3.86	3.14	3.14	3.14	3.72	3.72	3.72	3.00
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

TABLE XII (continued)

C D C			C D C			C D C			C D C			D C C		
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
X	X	X	-	-	-	X	X	X	X	X	X	X	X	O
X	X	X	O	O	O	O	O	O	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	O	O	X	X	-
X	X	X	O	O	O	X	X	X	O	O	O	O	O	O
-	-	X	X	X	X	-	-	X	-	-	X	-	-	X
X	X	X	O	X	O	O	O	O	X	X	X	X	X	X
X	X	-	X	X	-	X	X	-	X	X	-	X	X	O
X	-	X	X	X	X	X	X	X	X	X	X	X	X	X
-	-	X	-	-	O	-	-	-	-	-	-	-	-	X
7	7	8	5	5	6	5	5	7	6	5	6	6	7	7
7	7	10	7	7	10	7	7	10	7	7	10	7	8	11
100	100	80	71.4	71.4	60	71.4	71.4	70	85.7	71.4	60	85.7	87.5	63.6
93.3			67.6			70.9			96.7	72.6		78.9		
3.67			2.17			2.39			3.84	2.51		2.93		
A			B			B			A	B		B		

TABLE XII (continued)

School	D D C									T O T A L			
Classification	D D C									T O T A L			
School	D D C									T O T A L			
Grade	7	8	9	7	8	9	7	8	9	7	8	9	9
Activity:													
Badminton	-	-	x										
Basketball	x	x	x	x				x					
Cross Country	o	o	o	x				x					
Fastball	x	x	-	o				o					
Floor Hockey	x	x	x	o				o					
Ice Hockey													
Folk Dance	-	-	-										
Touch Football	-	-	x										
Gymnastics	o	o	o	x				x					
Social Dance	-	-	x										
Soccer	x	x	-	x				x					
Swimming													
Track and Field	x	x	x	x				x					
Volleyball	-	-	x										
Weightlifting													
Wrestling			o										
Total	$\frac{5}{7}$	$\frac{5}{7}$	$\frac{7}{10}$	$\frac{5}{7}$	$\frac{5}{7}$	$\frac{7}{10}$	$\frac{5}{7}$	$\frac{5}{7}$	$\frac{5}{7}$	$\frac{154}{183}$	$\frac{183}{218}$	$\frac{199}{264}$	
Grade Percent Rating	71.4	71.4	70	71.4	71.4	70	71.4	71.4	71.4	84.2	84.5	75.4	
Program Percent Rating		70.9		71.4							81.4		
Program Numerical Rating		2.39		2.43							3.07		
Program Letter Rating		B		B							A		

APPENDIX K

TABLE XIII

AN ANALYSIS OF THE COURSE CONTENT
OF THE EDMONTON PUBLIC JUNIOR HIGH SCHOOL GIRLS'
PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

TABLE XIII

AN ANALYSIS OF THE COURSE CONTENT OF THE EDMONTON PUBLIC JUNIOR HIGH SCHOOL
GIRLS' PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM

School	A C C			A C D			B B C			B B C			B C C		
Classification															
School															
Grade	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
Activity:															
Basketball	-	x	x	-	x	x	x	x	x	x	x	x	-	x	x
Field Hockey															
Folk Dance	o	o	o	o	o	o	x	x	x	x	x	x	o	o	o
Gymnastics	x	x	x	x	x	x	x	x	x	o	o	o	x	x	x
Modern Dance	o	o	o	x	x	x	x	x	x	x	x	x	o	o	o
Outdoor Education	o			o			o			o			o		
Social Dance			o	-	-	x	-	-	x	-	-	x	-	-	x
Swimming							o	o	x	x	x	x			
Track and Field	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Volleyball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Total	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{4}{7}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{6}{7}$	$\frac{6}{8}$	$\frac{6}{7}$	$\frac{8}{8}$	$\frac{6}{8}$	$\frac{6}{7}$	$\frac{7}{8}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{7}$
Grade Percent Rating	50	66.7	57.1	66.7	83.3	85.7	75	85.7	100	75	85.7	87.5	50	66.7	71.4
Program Percent Rating		57.9			78.6			86.9			82.7			62.7	
Program Numerical Rating		1.53			2.81			3.35			3.14			1.85	
Program Letter Rating		C			B			A			A			C	

TABLE XIII (continued)

B C C			B C C			B D C			C C B			C C C			C C C		
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
-	x	x	-	x	x	-	-	x	-	x	x	-	x	x	-	x	x
x	x	x	x	x	o	x	x	x	x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
o	o	o	x	x	x	o	o	o	o	o	o	x	x	x	x	x	x
o	-	-	x	-	-	x	-	-	x	o	o	-	o	o	-	o	o
-	-	x	-	-	x	-	-	o	-	-	-	-	-	-	-	-	-
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
$\frac{4}{6}$	$\frac{5}{6}$	$\frac{6}{7}$	$\frac{6}{6}$	$\frac{6}{6}$	$\frac{6}{7}$	$\frac{4}{6}$	$\frac{4}{5}$	$\frac{5}{7}$	$\frac{4}{6}$	$\frac{5}{7}$	$\frac{5}{7}$	$\frac{5}{5}$	$\frac{6}{7}$	$\frac{6}{7}$	$\frac{5}{5}$	$\frac{6}{7}$	$\frac{6}{7}$
66.7	83.3	85.7	100	100	85.7	66.7	80	71.4	66.7	71.4	71.4	100	85.7	85.7	100	85.7	85.7
78.6			95.2			72.7		69.8		90.5		90.5					
2.81			3.76			2.51		2.32		3.53		3.53					
B			A			B		B		A		A				A	

TABLE XIII (continued)

C C C			C C C			C C C			C C D			C D C			C D C		
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
-	x	x	-	x	x	-	x	x	-	x	x	-	x	-	-	-	x
x	x	x	x	x	x	x	x	x	o	o	o	o	o	o	o	o	o
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x	o	o	o	o	o	o	o	o	o
o	o	o		o	o	-	x	x	o	o	o	o			o		
-	-	-	-	-	-	-	-	-									
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
$\frac{5}{5}$	$\frac{6}{7}$	$\frac{6}{7}$	$\frac{5}{5}$	$\frac{6}{7}$	$\frac{6}{7}$	$\frac{5}{5}$	$\frac{7}{7}$	$\frac{7}{7}$	$\frac{3}{5}$	$\frac{4}{7}$	$\frac{4}{7}$	$\frac{3}{5}$	$\frac{4}{6}$	$\frac{3}{6}$	$\frac{3}{6}$	$\frac{3}{5}$	$\frac{4}{6}$
100	85.7	85.7	100	85.7	85.7	100	100	100	60	57.1	57.1	50	66.7	50	60	60	66.7
90.5			90.5			100			58.1			58.9			58.9		
3.53			3.53			4.00			1.54			1.59			1.59		
A	A	A	A	A	A	A	A	A	C	C	C	C	C	C	C	C	C

TABLE XIII (continued)

C D C			C D C			C D C			D C C			D D C			D D C			T O T A L		
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
-	-	x	-	-	x	-	-	x	-	x	-	-	-	x	-	-	-	-	-	-
o	o	o	o	o	o	o	o	o	o	o	o	x	x	x	o	o	o	o	o	o
x	x	x	x	x	x	x	x	x	x	x	x	o	o	o	x	x	x	x	x	x
o	o	o	x	x	x	o	o	o	o	o	o	x	x	x	o	o	o	o	o	o
o			o			o														
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
$\frac{3}{6}$	$\frac{3}{5}$	$\frac{4}{6}$	$\frac{4}{6}$	$\frac{4}{5}$	$\frac{5}{6}$	$\frac{3}{6}$	$\frac{3}{5}$	$\frac{4}{6}$	$\frac{4}{6}$	$\frac{4}{6}$	$\frac{4}{6}$	$\frac{4}{5}$	$\frac{4}{5}$	$\frac{5}{6}$	$\frac{94}{131}$	$\frac{107}{139}$	$\frac{117}{149}$			
50	60	66.7	66.7	80	83.3	50	60	66.7	60	66.7	66.7	80	80	83.3	60	60	60	71.8	76.9	78.3
58.9		76.7		58.9		64.5		81.1		60		75.7								
1.59		2.77		1.59		1.97		3.06		1.67		2.71								
C		B		C		C		A		C		B								

APPENDIX L

TABLE XIV

AN ANALYSIS OF THE COURSE CONTENT
OF THE PHYSICAL EDUCATION CLASS INSTRUCTION PROGRAM
IN THE EDMONTON PUBLIC JUNIOR HIGH SCHOOLS

TABLE XIV

AN ANALYSIS OF THE COURSE CONTENT OF THE PHYSICAL EDUCATION CLASS INSTRUCTION
PROGRAM IN THE EDMONTON PUBLIC JUNIOR HIGH SCHOOLS

School Classification	A C C			A C D			B B C			B B C		
Instruction Level	7	8	9	7	8	9	7	8	9	7	8	9
Total Actual Activities	9	13	14	10	12	16	13	16	18	11	15	15
Total Possible Activities	14	15	19	14	15	19	17	20	19	17	20	19
Grade Percent Rating	64.3	86.7	73.7	71.4	80	84.2	76.5	75	94.7	64.7	75	78.9
Program Percent Rating		74.9			78.5			82.1			72.9	
Program Numerical Rating		2.66			2.90			3.11			2.53	
Program Letter Rating		B			B			A			B	

TABLE XIV (continued)

B C C			B C C			B C C			B C C			B D C		
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
7	10	9	7	10	9	10	12	13	10	13	14	13	9	10
7	10	11	7	10	11	13	15	18	13	15	18	14	15	17
100	100	81.8	100	100	81.8	76.9	80	72.2	76.9	86.7	77.8	100	93.3	72.2
93.9			93.9			78.4			80.5			88.5		65.2
3.70			3.70			2.90			3.03			3.43		2.13
A			A			B			A			A		B

TABLE XIV (continued)

[illegible]

TABLE XIV (continued)

C C D			C D C			C D C			C D C			C D C					
7	8	9	7	8	9	7	8	9	7	8	9	7	8	9			
10	12	14	10	10	12	8	8	10	8	8	11	11	14	9	8	10	
12	15	19	13	12	16	13	12	16	13	12	16	13	12	16	13	12	16
83.3	80	73.7	76.9	83.3	75	61.5	66.7	62.5	61.5	66.7	68.8	84.6	91.7	87.5	69.2	66.7	62.5
79			78.4			63.6			65.7			87.9			66.1		
2.93			2.90			1.91			2.05			3.40			2.07		
B			B			C			B			A			B		

TABLE XIV (continued)

School Classification	D C C			D D C			D D C			T O T A L		
Instruction Level	7	8	9	7	8	9	7	8	9	7	8	9
Total Actual Activities	9	11	11	9	9	12	8	8	248	290	316	
Total Possible Activities	12	14	17	12	12	16	12	12	310	354	413	
Grade Percent Rating	75	78.6	64.7	75	75	75	66.7	66.7	80	81.9	76.5	
Program Percent Rating		72.8			75		66.7			79.5		
Program Numerical Rating		2.52			2.67		2.11			2.97		
Program Letter Rating		B			B		B			B		

APPENDIX M

TABLE XX

AN ANALYSIS OF THE EDMONTON PUBLIC JUNIOR HIGH SCHOOL
INTRAMURAL STUDENT PARTICIPATION

TABLE XX

AN ANALYSIS OF THE EDMONTON PUBLIC JUNIOR HIGH SCHOOL
INTRAMURAL STUDENT PARTICIPATION

School	D	D	C	C	D	C	C	D	C	C	D	C	C	C	C	C
Student Population	150		152		475		180		530		517		275		300	507
Partic- ipation	Students	135	131		430		154		400		328		275		180	324
	Percent	90.0	86.2		90.5		85.5		75.5		63.3		100		60.0	63.8
Students Percent	Excellent	60 (40)	68 (45)		242 (51)		92 (51)		260 (49)		227 (45)		135 (49)		165 (55)	315 (62)
	Good	51 (34)	56 (37)		204 (43)		74 (43)		212 (40)		186 (37)		113 (41)		135 (45)	249 (49)
	Fair	42 (28)	49 (32)		176 (37)		63 (37)		180 (34)		160 (32)		88 (32)		111 (37)	224 (44)
	Poor	29 (19)	30 (20)		124 (26)		47 (26)		122 (23)		103 (20)		63 (23)		75 (25)	158 (31)
Numerical Rating		4.00	4.00		4.00		4.00		4.00		4.00		4.00		4.00	4.00
Letter Rating		A	A		A		A		A		A		A		A	A

TABLE XX (continued)

School	C C B	B D C	C C C	B C C	B C C	B C C	B B C	A C D	B B C
Student Population	904	322	289	475	360	665	733	177	558
Students	375	167	170	375	360	380	300	125	465
Participation	Percent	41.5	51.9	58.8	78.9	100	57.1	40.9	83.3
Students	Excellent	379 (42)	187 (58)	180 (62)	276 (58)	208 (58)	411 (62)	499 (68)	103 (58)
Percent	Good	298 (33)	148 (46)	142 (49)	219 (46)	165 (46)	325 (49)	433 (59)	82 (46)
	Fair	235 (26)	135 (42)	128 (44)	200 (42)	151 (42)	292 (44)	352 (48)	75 (42)
	Poor	172 (19)	90 (28)	90 (31)	133 (28)	101 (28)	206 (31)	249 (34)	50 (28)
									179 (32)
Numerical Rating	3.94	3.42	3.75	4.00	4.00	3.62	1.49	4.00	4.00
Letter Rating	A	A	A	A	A	A	C	A	A

TABLE XX (continued)

School	TOTAL	
Student Population	759	8328
Participation	Students	380
	Percent	50.3
		5454
		65.4
Students Percent	Excellent	385 (51)
	Good	325 (43)
	Fair	280 (37)
	Poor	197 (26)
		4496 (54.2)
		3747 (44.3)
		3331 (39.8)
		2165 (26.2)
Numerical Rating	3.91	4.00
Letter Rating	A	A

APPENDIX N

TABLE XXIV

AN ANALYSIS OF THE TIME ALLOTMENT FOR
INTRAMURAL ATHLETICS IN THE
EDMONTON PUBLIC JUNIOR HIGH SCHOOLS

TABLE XXIV

AN ANALYSIS OF THE TIME ALLOTMENT FOR INTRAMURAL ATHLETICS
IN THE EDMONTON PUBLIC JUNIOR HIGH SCHOOLS

School Classification	BBC	CCC	ACC	CDC	CCC	BCC	DCC	CDC	BCC	BCC	BDC	CDC	ACD	CCD
Length of Session in Minutes	30	80	30	45	40	30	60	45	50	60	60	70	40	30
Time of Day Session Presented	noon	noon	noon	noon	noon	noon	noon	noon	noon	noon	noon	noon	noon	noon
Boys' Meetings Per Week	5	4	4	3	3	4	4	3	2	8	2	3	5	2
Girls' Meetings Per Week	5	4	-	2	2	3	2	2	2	8	-	2	5	2
Total Intra- mural Time Per Week in Hours	5.0	10.67	2.0	3.75	3.33	3.50	6.00	3.75	3.33	16.0	2.00	5.83	3.33	4.00
Weeks Per Year Intra- mural in Operation	32	20	22	30	30	20	14	11	12	30	26	26	32	35

TABLE XXIV (continued)

School Classification	DDC	CCC	BBC	DDC	CCC	CCB	CCC	CDC	BCC	CDC	2 Totals
Length of Session in Minutes	35	60	60	30 & 120	35	30	40	40	60	30	47.8
Time of Day Session Presented	noon	noon	noon	morn- ing & after- school	noon	noon	noon	noon	noon	noon	
Boys' Meetings Per Week	2	3	4	2	5	2	2	3	2	3	3.28
Girls' Meetings Per Week	2	3	4	2	4	2	2	2	2	3	2.91
Total Intra- mural Time Per Week in Hours	2.33	6.00	8.00	5.00	5.25	2.00	2.67	3.33	4.00	3.00	4.64
Weeks Per Year Intra- mural in Operation	28	30	30	12	25	36	24	28	30	30	24.12

APPENDIX O

TABLE XXVIII

AN ANALYSIS OF STUDENT PARTICIPATION
IN THE EDMONTON PUBLIC JUNIOR HIGH SCHOOL
INTERSCHOOL ATHLETIC PROGRAM

TABLE XXVIII

AN ANALYSIS OF STUDENT PARTICIPATION IN THE EDMONTON PUBLIC
JUNIOR HIGH SCHOOL INTERSCHOOL ATHLETIC PROGRAM

School Classification	D	D C	C	C D	C D C	B	C C	B	C C	C D C	A	C	D
Student Population	150		275		475	665		322		375	530	177	
Part- icipation	Students	59	155		70	42		51		42	110	125	
	Percent	39.33	56.36		14.74	6.32		15.84		8.84	20.76	70.62	
Expert Opinion	Excellent	38 (24)	72 (26)		124 (26)	160 (24)		78 (24)		114 (24)	118 (22)	42 (24)	
	Good	30 (19)	64 (23)		105 (22)	120 (18)		59 (18)		85 (18)	91 (17)	31 (18)	
	Fair	22 (14)	45 (16)		72 (15)	100 (15)		49 (15)		71 (15)	64 (12)	26 (15)	
	Poor	14 (9)	28 (10)		48 (10)	53 (8)		26 (8)		38 (8)	48 (9)	14 (8)	
Numerical Rating		4.00	4.00		1.92	.79		2.20		1.12	3.70	4.00	
Letter Rating		A	A		C	D		B		C	A	A	

TABLE XXVIII (continued)

School Classification	C C C	B B C	D D C	C C B	C D C	C D C	B B C	C C C
Student Population	289	558	180	904	152	517	733	838
Students	90	115	57	70	45	115	250	144
Part- icipation	Percent	20.61	31.68	7.74	29.61	22.24	34.24	17.30
Expert Opinion	Excellent	84 (29)	194 (35)	42 (24)	162 (18)	38 (24)	109 (21)	264 (36)
	Good	72 (25)	172 (31)	34 (19)	153 (17)	30 (19)	83 (16)	220 (30)
	Fair	49 (17)	122 (22)	25 (14)	117 (13)	22 (14)	57 (11)	176 (24)
	Poor	32 (11)	89 (16)	16 (9)	72 (8)	14 (9)	47 (9)	110 (15)
								67 (8)
Numerical Rating	4.00	1.79	4.00	.97	4.00	4.00	3.68	3.13
Letter Rating	A	C	A	D	A	A	A	A

TABLE XXVIII (continued)

School Classification	A C C	C C C	D C C	B D C	C C C	B C C	TOTAL (22 Schools)
Student Population	535	300	375	759	507	360	10,076
Part- icipation	Students	90	71	89	150	120	2,112
	Percent	16.82	23.67	23.73	19.76	33.33	20.91
Expert Opinion	Excellent	128 (24)	72 (24)	90 (24)	167 (22)	121 (24)	2,520 (25)
	Good	96 (18)	54 (18)	67 (18)	129 (17)	91 (18)	2,016 (20)
	Fair	80 (18)	45 (15)	56 (15)	91 (12)	76 (15)	1,512 (15)
	Poor	43 (8)	24 (8)	30 (8)	68 (9)	41 (8)	907 (9)
Numerical Rating	2.63	3.94	3.96	3.55	1.31	4.00	3.19
Letter Rating	B	A	A	A	C	A	A

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